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ABSTRACT

This volume contains information on a pilot writing program, involving approximately 900 kindergarten through fifth grade students, designed to test the impact of emphasizing written composition during the language arts instructional period only, as compared to emphasizing composition skills during both language arts and social studies/science instruction. The report describes the instruments used in the program assessment of writing skills, the California Achievement Test, a teacher questionnaire, a pupil activity record, a teacher-classroom observation form, and the Boehm Test of Basic Concepts and the results of administering those instruments. Among the conclusions reported are that students who received composition instruction in both subject areas improved their writing skills significantly. (AEA)

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FINAL TECHNICAL REPORT

ESAA PILOT: WRITTEN COMPOSITION PROGRAM

June, 1979

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CS205170

PROGRAM STAFF

The following Austin Independent School District staff members are responsible for major aspects of the elementary school curriculum evaluated in this report. However, there are many persons in the individual elementary schools and central administration not listed who directly affected the curriculum; in particular, instructional coordinators and teachers.

Jetta Todaro
ESAA Written Composition Program Coordinator

Kathryn Stone
Compensatory Planner

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INTRODUCTION

This volume contains information on the ESAA Pilot Written Composition Program. This program occurred in selected classrooms at the following schools:

Campbell
Norman
Oak Springs/Rosewood
Pecan Springs
Sims
Winn

Approximately 900 students, K-5, were recipients of this program.

GLOSSARY

Treatment A: This experimental group consists of teachers and classes, K-5, in which the emphasis upon written composition was stressed during the language arts instructional period. Eighteen teachers from Oak Springs/Rosewood, Pecan Springs, and Sims were involved in this treatment, six of whom were new to the program this year.

Treatment B: This experimental group consists of teachers and classes, K-5, in which the emphasis upon written composition skills was stressed during both language arts and social studies/ science instruction. Eighteen teachers from Norman, Campbell and Winn elementary schools were involved in this treatment, two of whom were new to the program this year.

Control: This group consists of teachers and classes, K-5, in which the emphasis upon written composition skills was believed to be typical for the district, in general. Twelve teachers and classes from Brown and Maplewood elementary schools were used for purposes of comparison throughout the technical report.

ESAA: Emergency School Aid Act. The federal funding source for the ESAA Pilot Written Composition Program, 1978-79.

WCP: An abbreviation for the Written Composition Program.

LEA: An abbreviation for the Language Experience Approach. LEA is an integral part of Treatment B, in that, social studies and science units could be organized by means of a "language experience" that results in new vocabulary and topics to write, thus giving students motivation to write down their ideas and experiences.

ESAA Pilot

Written Composition Program

Appendix A

ASSESSMENT OF WRITING SKILLS

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Instrument Description: Assessment of Writing Skills

Brief description of the instrument:

An objective rating scale designed to assess mechanics of writing, writing style, productivity, and maturity. Includes one item designed to provide a general, holistic rating of writing skill.

To whom was the instrument administered?

All students (grades 1-5) who participated in either Treatment Group and students (1-5) from selected classes within two control schools with comparable populations.

How many times was the instrument administered?

Essays were collected twice; ratings were completed once.

When was the instrument administered?

Essays were collected in October, 1978 and April, 1979. Rating panel worked on instrument in June, 1979.

Where was the instrument administered?

Essays were completed in students' classes. Rating was completed in a meeting room in Twin Towers, A.I.S.D. Offices.

Who administered the instrument?

W.C.P. Coordinator and her assistants. ESAA evaluator and the consultant (Elaine Fowler) administered the rating instrument.

What training did the administrators have?

Teaching experience as well as previous experience in test-administration. For ratings, ½-day training provided by consultant who developed the instrument. (Elaine Fowler - EDB 406, UT)

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None reported.

Who developed the instrument?

Elaine Fowler, Ph.D. (Associate Professor, Curriculum and Instruction, UT, Austin)

What reliability and validity data are available on the instrument?

Interrater and intrarater reliability assessments from last year demonstrated more than acceptable levels. These same analyses for this year are reported in the appendix. Some validity data from last year suggest that this measure discriminates adequately between students who have gained in skills and those who have not.

Are there norm data available for interpreting the results?

Yes. Baseline data from last year may be used to make normative comparisons.

ASSESSMENT OF WRITING SKILLS

Purpose

The Assessment of Writing Skills was designed to gather information on two major decision questions and their related evaluation questions. These questions are:

Decision Question 1: "Should the Written Composition Program be continued as is or modified?"

Evaluation Question 1-1: Did the Written Composition Program meet its writing skills competencies of at least 60% of a 50% sample of the students in the Pilot classrooms (Grades 1-5) will have improved significantly?

Evaluation Question 1-3: Did students in Treatment A (Language Arts-model) improve their writing skill competencies significantly more than students in Treatment B (Social Studies-model)?

Evaluation Question 1-5: Did students in either Treatment Group in the Program classrooms demonstrate significantly improved writing skills competencies in comparison to a sample of students not participating in the Pilot?

Decision Question 2: "Should the Program treatment models be continued as is or modified?"

Evaluation Question 2-13: What is the cost-benefit ratio of Treatment A, in terms of materials, staff and development costs relative to student achievement?

Evaluation Question 2-14: What is the cost-benefit ratio of Treatment B?

Procedure

Through consultation with the W.C.P. Coordinator, and based on last year's experience, a procedure was drawn up for obtaining student essays from all students grades 1-5 who were participating in the program. The procedures used were found in Attachment A-1. The essays were obtained on a pretest, posttest basis by the W.C.P. Coordinator and two Compensatory Planners. These staff entered each classroom to direct the essay-writing experience. Pretest essays were obtained during the latter part of September and early October, 1978. Posttest essays were obtained in mid-May, 1979.

In June, 1978, a consultant was hired to develop an appropriate instrument to be used in evaluating the student essays. This instrument and the consultant were used again for the evaluation this year. The consultant, Elaine Fowler, is an associate professor in Curriculum and Instruction in the College of Education at The University of Texas at Austin. She has had extensive experience with elementary-level language arts programs (5 years teaching elementary school and supervising elementary student teachers). Additionally, she is a co-researcher with Walcer Lamberg (Curriculum and Instruction, The University of Texas at Austin) on an elementary-level research project in Writing Instruction. Several elements of their research project corresponded to the writing assessment required for ESAA Pilot.

Through consultation with last year's ESAA evaluator, a draft instrument was developed by the consultant. The draft was then reviewed by the ESAA Pilot Coordinator to ensure that the items had high face validity. A copy of the final instrument, instructions for its use, and rationale for its development are shown in Attachment A-1.

The Assessment of Writing Skills instrument was designed to be used by individual raters. Three raters were hired again this year to use the writing assessment instrument in evaluating the Pilot students' essays. Only one rater from last year was available, but the two new raters were in graduate school in education and had teaching experience.

The raters received one-half day of training in the use of the Assessment of Writing Skills instrument (conducted by the instrument-developer—Elaine Fowler). During the training session, the raters each scored the same essays in order to establish interscorer reliability. After scoring each essay, the raters discussed the scores they gave and deliberated over any discrepancies among their ratings. After obtaining a high level of interscorer reliability, each rater proceeded to rate independently seventeen folders of student essays. The essays rated by each rater were selected according to the following criteria:

1) Each student's pre- and post-essay were available.
2) During each rating session, each rater would rate a set of essays which was balanced to include pre- and post-essays for control as well as the two experimental groups.

In order to ensure unbiased ratings, all identifying information (school, grade, indication of pre- vs. posttest) was removed from the essays. The only identifying information on each essay was a pupil number which was coded to later identify the school, treatment group, grade, pre-/posttest, and student.

The raters were encouraged to take many breaks during each day to relieve fatigue and stress. They were each provided a large desk and comfortable chair in the South Conference Room at the Twin Towers offices. A coffee pot and refreshments were provided. These amenities were essential due to the monotonous nature of the rating process. The total time required for each rater to score the essays was 3-1/2 days.

In order to obtain measures of interscorer reliability (extent to which all three scorers rated essays the same), a number of essays from each treatment group and grade were xeroxed and distributed. Scores on these duplicate essays were used to compute the measures of interscorer reliability. The reliability coefficients were computed by means of the INTRAR program of the VSTAT library. The interrater reliability on the 11 items of the instrument are listed in Attachment A-1. As can be seen, reliabilities greater than .90 were obtained for all items, except overall quality which is the most subjective item. Yet, this is a good indication of the reliability of this instrument. These high reliability coefficients are a good indication that each of the three raters scored the essays in a similar manner. An essay would have received a similar score regardless of who the rater was.

Sampling. Each student participating in the ESAA Pilot Written Composition Program and students in ten control classrooms participated in the pre- and postwriting procedures. Essays were coded and matched pre- with post- for each student. Twenty-five from each program grade level were randomly selected to comprise the sample. All essays from Control classes were used. The remaining program essays were used for training the raters. This resulted in a total of students (pretest essays, posttest essays). The essays were distributed to each rater's folders according to the procedure outlined above. Scores on the essays were keypunched and verified at the University of Texas Computation Center. Attachment A-1 lists the card file layout.

Analyses. Most analyses were carried out using the SPSS statistical package on the CDC 6600 computer system at The University of Texas. For all analyses, 13 variables were computed from 11 items on the instrument. These variables and their definitions are shown in Attachment A-1.

For the objective, the gain scores and percentages of students improving were calculated by means of the CROSSTABULATIONS program.

To answer the question of which program improved more, an analysis of covariance was carried out using program ANOVA of the SPSS library. The posttest scores of the two experimental groups were compared using pretest as a covariable. Options used are shown in Attachment A-1.

In addition to the above analyses carried out to address the evaluation questions, another analysis of covariance was done comparing each experimental group with the control group. This analysis compared each of the groups to the other on the posttest variables, covarying pretest variables.

Finally, distributions for each pretest, posttest and gain variable were generated using program BREAKDOWN from the SPSS library. These were run for the control group and each experimental group. Options for these runs are shown in Attachment A-1.

Results

1-1. In general, it can be concluded that the writing skills objective, that 60% of a 50% sample will have improved, was met or partially met for the majority of the thirteen variables. The only variable on which the objective was clearly not met was "paragraph usage," and control students did not meet this objective either.

Figure A-1 presents a summary of how many and what percentages of students in each treatment group showed gains from pre- to posttest. As can be seen in the table, 60% or more Treatment A students improved on ten of thirteen variables, and over half improved for two more variables. Sixty percent or more Treatment B students improved for eight of thirteen variables, and, over half of them improved for three more variables.

Treatment A students met the objective for "percent correct punctuations" while Treatment B and Control students did not. Treatment B students met the objective for "sentence usage" while Treatment A and Control students did not. In general, the percentages of students improving on all items were greater this year than in 1977-78 (ESAA Pilot, Final Technical Report, 1977-78, Publication No. 77.51).

1-2. In general, it can be concluded that students in Treatment B improved their writing skills significantly more than students in Treatment A.

Figures A-2 and A-3 show the mean pretest, posttest and gain scores for the thirteen variables, and the tests for significant differences between groups. As can be seen, gains were made by both groups on all variables, except "percent modifying words." This variable was apparently affected by the greatly increasing total number of words. Students in Treatment B demonstrated significantly greater posttest scores on "total number of words," "total number of sentences," "total number of correct punctuations," "total number of correct capitalizations," "total number of modifying words," "sentence usage," and "overall quality." There were no significant differences between Treatment A and B on the other six variables. Treatment A students did improve their writing skills, but not to the extent achieved by Treatment B students.

1-3. In general, it can be concluded that students in Treatment B significantly improved their writing skills in comparison to both students in Treatment A and Control schools. It should be noted that Control students typically had the highest pretest scores, but students in both Treatments gained enough to attain roughly comparable posttest scores.

Figures A-2 and A-3 show the mean pretest, posttest, and gain scores for the thirteen variables, and the tests for significant differences between groups. As can be seen, Treatment B students had significantly higher posttest scores than Control students on five of thirteen variables, while the Control students did not significantly improve on any of these. Students in Treatment A had significantly higher posttest scores on two variables ("percent correct punctuations" and "percent correct capitalizations") than Control students, while Control students had significantly higher posttest scores on "sentence length" and "sentence usage" than Treatment A students.

Overall, then, it may be concluded that the experimental students did improve their writing skills, and students in Treatment B improved significantly more than they would have without the program.

These analyses collapse all grade levels into one group. Subsequent studies should address the issues of differences by grade level within treatments, and considering what specific skills are focused on at these various grade levels. To that end, a printout of the BREAKDOWN SPSS program is available in the files of the 1978-79 ESAA Pilot Evaluation in the Office of Research and Evaluation. This printout contains the mean pre-, posttest and gain scores for the 1978-79 Assessment of Writing Skills by group, school and grade. This considerable amount of data may be used to identify grade-appropriate skills, and, possibly, to delineate more specific program objectives and decision questions.

Variable	Control (N = 124)		Treatment A (N = 124)		Treatment B (N = 124)	
	%	N	%	N	%	N
1. Total Number of Words	82.3	102	83.9*	104	93.5*	116
2. Percent Spelled Correctly	58.1	72	65.3*	81	61.3*	76
3. Total Number of Sentences	62.9	78	74.2*	92	79.8*	99
4. Sentence Length	75.0	93	74.2*	92	76.6*	95
5. Total Number of Correct Punctuations	53.2	66	69.4*	86	75.0*	93
6. Percent Correct Punctuations	46.0	57	61.3*	76	44.4	55
7. Total Number of Correct Capitalizations	68.5	85	75.8*	94	81.5*	101
8. Percent Correct Capitalizations	57.3	71	58.1	72	47.6	59
9. Paragraph Usage	36.3	45	40.3	50	50.8	63
10. Total Number of Modifying Words	78.2	97	80.6*	100	88.7*	110
11. Percent Modifying Words	54.8	68	54.8	68	49.8	61
12. Sentence Usage	58.1	72	59.7*	74	61.3*	76
13. Overall Quality	58.1	72	59.7*	74	58.1	72

*Objective met: Sixty percent of a 50% sample will show improvement in their writing skills from pre- to posttest.

Figure A-1. Percent and Number of Students in Each Treatment Group Showing Improvement on the Thirteen Variables of the Assessment of Writing Skills.

Variable	Treatment A			Treatment B			Control		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1. Total number of words	27.1	49.3	22.2	26.7	63.6	36.9	35.1	55.2	20.1
2. Percent spelled correctly	75.6	89.2	13.6	75.7	88.9	13.2	83.8	88.7	5.0
3. Total Number of Sentences	3.35	5.64	2.29	4.04	7.82	3.78	4.65	5.72	1.07
4. Sentence Length	5.69	8.16	2.47	5.43	8.78	3.35	6.95	9.71	2.76
5. Total Number of Correct Punctuations	2.01	4.10	2.09	2.91	5.87	2.96	2.84	3.91	1.07
6. Percent Correct Punctuations	33.1	52.6	19.5	44.1	50.5	6.3	39.0	43.1	4.1
7. Total Number Correct Capitalizations	2.83	5.60	2.77	3.80	7.65	3.85	3.55	5.66	2.11
8. Percent Correct Capitalizations	49.3	70.0	20.7	61.8	69.4	7.6	52.7	63.0	10.3
9. Paragraph Usage	.48	.86	.38	.36	.84	.48	.66	.96	.30
10. Total Number of Modifying Words	9.4	16.9	7.5	8.7	21.3	12.6	11.1	18.5	7.4
11. Percent Modifying Words	37.5	35.2	- 2.3	33.6	32.3	-1.6	32.7	36.8	4.1
12. Sentence Usage	1.19	1.74	.55	1.27	2.07	.80	1.44	2.12	.68
13. Overall Quality	1.86	2.46	.60	2.02	2.71	.69	2.12	2.66	.54

Figure A-2. Mean (Average) Pre, Post, and Gain Scores on Thirteen Variables of the Assessment of Writing Skills by Treatment Group

Treatment	A vs. B		A vs. C		B vs. C	
	F	p	F	p	F	p
1. Total Number of Words	18.59	.001* (B)	.13	.714	17.72	.001* (B)
2. Percent Spelled Correctly	.04	.834	.318	.573	.26	.611
3. Total Number of Sentences	17.83	.001* (B)	2.30	.131	27.60	.001* (B)
4. Sentence Length	2.21	.138	7.33	.007* (C)	1.11	.293
5. Total Number of Correct Punctuations	5.33	.022* (B)	2.86	.092	14.93	.001* (B)
6. Percent Correct Punctuations	1.65	.201	7.46	.007* (A)	2.30	.131
7. Total Number of Correct Capitalizations	7.06	.008* (B)	.56	.454	9.84	.002* (B)
8. Percent Correct Capitalizations	.53	.469	4.14	.043* (A)	1.94	.17
9. Paragraph Usage	.003	.956	1.02	.31	2.39	.123
10. Total Number of Modifying Words	12.37	.001* (B)	.007	.934	10.47	.001* (B)
11. Percent Modifying Words	3.68	.056	.18	.673	1.51	.221
12. Sentence Usage	11.31	.001* (B)	9.63	.002* (C)	.02	.878
13. Overall Quality	3.81	.052* (B)	.61	.437	1.01	.316

( ) Treatment indicated in parentheses is treatment with significantly higher posttest.
* Statistically significant at or below .05 level.

Figure A-3. F-ratios and Probabilities for Analysis of Covariance Tests of Significant Differences Between the Three Treatment Groups

Attachment A-1

PROCEDURES AND VARIABLES ON THE ASSESSMENT OF
WRITING SKILLS
(Page 1 of 15)

WRITTEN COMPOSITION PILOT
INSTRUCTION FOR WRITING ASSESSMENT SAMPLE

MAY 1979

I. PREPARATIONS

A. Principals informed of assessment /persons conducting assessments.

B. Reminder to teachers.

1) date, time
2) role of teacher during assessment
3) have paper & sharpened pencils ready for use before the session
4) if available it would be helpful if students names were on the desks
5) have the teacher prepare the class for a visitor
6) Group B teachers are to remove Words All Authors Use from walls.

II. ENTRY INTO CLASSROOM

Mark • Absentees
• New students
etc.

A. Hand teacher the form on which to list students and ask the teacher to fill it out.

B. Ask the teacher to help monitor the assessment upon completion of the list.

C. The teacher will (probably) introduce you to the class or introduce yourself.

D. Write your name on the board.

III WRITING SAMPLE PROCEDURES*

A. Warm-up

1) Talk to the children for a moment to put them at ease and to quiet them.
2) Explain that you are going to ask them to do something enjoyable and that you are going to ask them to follow some simple directions.
3) Ask them to clear their desks of everything except paper and pencil.
4) Ask the children to name the five senses.
5) With what parts of our bodies do we hear, see, touch, taste and smell? (ears, eyes, whole body, tongue, nose.)
6) What do the five senses do for us? Purpose? (to give us information.)
7) Ask the class to be aware of how they use their five-senses. Call on one or two children to:
   Name something they can hear, smell, touch, see and taste.

* Every child receiving instruction should have a paper - even Special Education.

WRITTEN COMPOSITION PILOT - INSTRUCTION FOR WRITING ASSESSMENT SAMPLE (Continued)

III. WRITING SAMPLE PROCEDURES (continued)

B. Exercise

1) Ask each child to take a piece of paper and write their name only in the upper-left hand corner.
2) Tell them to put pencil down to show when they are finished. Check to see this is done by everyone.
3) Tell the children you are going to give them something and that they will use at least three senses to take in information.
4) Distribute the play-doh in equal parts.
5) Ask them to name the 3 senses that they will be able to use to gather information about the object.
6) Ask them to think quietly, no discussion, about the object i.e., how it looks, feels and smells.
7) Ask them to make something out of the play-doh, if they wish. DO NOT GIVE SUGGESTIONS.
8) Give them several minutes to finish making something if they wish (5-10 minutes, if necessary).
9) Ask them to look at you and listen to directions.
10) Tell them that in a moment they are to take their paper and pencil and write anything and everything they can about the play-doh object.

describe object or make up a story →

11) Tell them to use complete sentences. (First graders, if they cannot write are asked to draw a picture.)

12) Additional directions
   a) They use only their own ideas, no books, charts, or written words to help. We are interested in their ideas.
   b) We want their best try at spelling. If they do not know a word, try to write the first letter and draw a line. Illustrate on chalk board i.e., y_____ (for yellow).

13) You will give them 15 minutes to write and tell them when they have 5 minutes left.
14) If some finish, they are to turn their paper face down on the desk and quietly work at their desks or read a book. It is important to be quiet to give everyone a chance to write.
15) Tell them to begin writing their description and story. (At this time count children in the class.)
16) At the end of 15 minutes ask them to put their pencils down and you will collect the papers. Ask the teacher to collect the play-doh.
17) Count the number of papers to be assured that you have one per child. (Even a blank paper with a name.)
18) Thank the children and teacher.

Collect
   a) samples
   b) list of students
   c) play doh and

EXIT!!

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

ASSESSMENT OF WRITING SKILLS

_____ Essay Number

_____ Rater Number _____ Day _____ Time

_____ 1. Total number of words written.

_____ 2. Number of words spelled incorrectly.

_____ 3. Total number of sentences written
(capitalized or punctuated correctly or not)

_____ 4. Number of places punctuated correctly.

_____ 5. Total number of places where punctuation was needed.

_____ 6. Number of words capitalized correctly.

_____ 7. Total number of words needing capital letters.

_____ 8. Paragraphs
0 if pupil listed words, phrases, or sentences.
1 if pupil used paragraph form.
2 if pupil had two paragraphs or more.

_____ 9. Total number of modifying words.
(adjectives, adverbs, noun markers, prepositional phrases)

_____ 10. Types of sentences
3 if compound, complex and simple sentences are used.
2 if compound and simple or complex and simple, etc. are used.
1 if simple or only one type is used.
0 if no sentences, only words or phrases are used.

11. Overall Quality of Composition (Circle one.)

A B C D F

78.62

DIRECTIONS FOR USING ASSESSMENT OF WRITING SKILLS

Items 1-10 on the rating scale are counting exercises. The following directions should be used for each composition you rate. You may mark on the composition for marking and counting purposes.

1. Count the total number of words and record the number of words on the first line of the scale. Give credit if you can phonetically discern something resembling a word. If two words are put together as one; give credit for two words if that is how the words are spelled in standard English (eg., teacup = 1 word, tankyo = 2 words). If the pupil wrote one letter or two, and not the complete word, don't give credit.

2. Next circle the number of misspelled words; count them and enter the number on line two of the scale. Count contractions wrong if no apostrophe.

3. Put slash marks at the end of every sentence even if incorrectly punctuated. Use your judgment for distinguishing one sentence from another. Give credit for a sentence(s) that is joined by and (a run-on) if you think what follows and makes sense. If what follows the and does not continue the topic or thought of the sentence put a slash mark (/) to indicate that you think a new sentence should begin there. Then count the number of slash marks. Enter the number of slashes (sentences) in line 3 of the scale.

4. Count the number of punctuation marks (.,?!;:" ") the pupil used correctly and put on line 4. If he had punctuation marks that were used incorrectly, don't give credit for them.

5. Now go through the paper and count the punctuation marks that were needed in the composition (including those that the pupil already had correct) and enter on line 5. One point should be tallied for each part of a quotation mark ("_____" = 2).

6. Count the number of words the pupil capitalized correctly and put the tally on line 6. Underline those words needing capital letters for counting purposes.

7. Now go back through the composition and underline and count the number of words that needed capital letters (including those the pupil capitalized correctly) and record on line 7.

8. If the paper listed words, phrases, or sentences--each starting a new line--put a 0 in the blank. If the pupil used paragraph form (whether indented or not)put a 1 in the blank. If two or more paragraphs were used, put a 2 in the blank.

9. Put brackets [ ] around every noun marker, adjective, adverb or prepositional phrase, you see. If there is a noun marker inside the prepositional phrase--for example [in [the] wall]--, give them 2 points --one for the phrase and one for the marker. Count the number of brackets and enter this number on line 9.

10. Put ( ) parentheses around any dependent (subordinate) or independent (main) clauses you see. Then look over the composition to count the types of sentences you see. If the sentences are all simple score 1. If you see two types, simple and compound or simple and complex, put a 2 in the blank. If the child used all three types, put a 3 in the blank. Don't count the number of sentences just the types you see. Your number will never exceed 3 for item 10. If there were no complete sentences, put a 0 in the blank. Here are some words that usually initiate a dependent/subordinate clause:

when we went	whom
where she lived	unless
that he could win	because
who buy paintings	so that
which he fought	as long as

11. For item number 11 on the scale, read the following instructions.

For this rating, you are asked to use the following 5 point scale.

A	Good
B	Above Average
C	Average
D	Poor
E	Bad

For purposes of a rating session such as we are doing--in which amounts of improvement will be compared--not grading papers to return to students, it is very important that a spread of grades/ratings be recorded. If the grades/ratings are bunched at the C--level, then it will be impossible to detect differences in amount of improvement. Therefore, you are urged to use the whole range of grades A-F as much as possible. Try to be sensitive to even relatively minor differences in quality and do not "play it safe" by using the C category more than necessary. A special caution must be observed regarding

the impression created by handwriting or general appearance of the paper. Previous research has indicated that handwriting and appearance are factors in determining the rating a paper receives. Ideally all compositions should be typed in standard form with all spelling and other errors preserved. Since it was not possible to have these compositions typed, it will be up to you, the reader, to discount handwriting and appearance as much as possible.

Read through the criteria listed for an A,B,C,D,F and then reread the composition and rate it on item 11.

Criteria for Item 11.

Ranking of A

a. Wealth of ideas and details.
b. Colorful words.
c. Combination of clauses and sentence types.
d. Correct use of punctuation, capitalization, and spelling most of the time.
e. Cause and effect developed.
f. Many modifiers used including phrases.
g. Quite a few words written in composition.

Ranking of B

a. Ideas clear—many/some details.
b. Sporadic use of vivid words.
c. Use of longer sentences. Sentences start in varied patterns (not just subject-verb object).
d. Has modifiers used in several places.
e. Not as many phrases as single word modifiers.
f. Quite a few words in composition--various sentence types, at least 2.
g. Some inappropriate use of capitalization, punctuation, and spelling.

Ranking of C

a. Some descriptive words--varied adjectives, etc.
b. Some inappropriate use of capitalization and punctuation.
c. Some words spelled incorrectly.
d. Ideas clear but lack full development—few details.
e. Uses noun markers and some simple modifiers.
f. More than just a few words written.

Ranking of D

a. Some specific verbs, nouns, adjectives, adverbs.
b. Inadequate details--stilted, restrained ideas which prevent smooth relationships.
c. Use of short, simple sentences, subject verb--object order. Sentences start the same way--"I saw.....".
d. Uses some noun markers.
e. Not many words written.
f. Composition makes sense, but dull.

Ranking of F

a. Limited repertoire of words--very few.
b. No details, bareness of expression.
c. Use of short simple sentences that start the same way or incomplete sentences.
d. Little or no use of punctuation or capitalization.
e. Few or no noun markers, modifiers.
f. Composition doesn't make much sense to the reader.

FILE ID ALX CARD FILE LAYOUT LOCATION

NAME ESAA PILOT DATE

COMMENTS ASSESSMENT OF WRITING SKILLS

78.62

FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID ALX
	4 - 10	STUDENT ID (First seven numbers on answer sheet)
	11 -	SCHOOL CODE (1-8) (Eighth number " " ")
	12 -	GRADE (1-5) (Ninth " " " ")
	13 -	PRE=(5) POST=(3) (Tenth " " " ")
	14 -	Refer (A=1; B=2; C=3)
	-	
	20-22	~~Item 1~~ Item 1
	23-24	Item 2
	25-26	Item 3
	27-28	Item 4
	29-30	Item 5
	31-32	Item 6
	33-34	Item 7
	35-	Item 8
	36-37	Item 9
	38-	Item 10
	39-	Item 11 (A=5; B=4; C=3; D=2; F=1)
	-	
	-	
	-	

A-19

Attachment A-1
(Page 9 of 15) 9

INTER-RATER RELIABILITIES FOR ASSESSMENT OF WRITING SKILLS

PARAMETERS
COL 1- 5 = 11
COL 6-10 = 10
COL 11-15 = 3
COL 16-20 = -0
COL 21-25 = -0

DATA FORMAT = (14X,F3,6F2,F1,F2,2F1)

VARIABLE	K	F	P	RI	RA
1	3.0000	585.4500	.0000	.9949	.9983
2	3.0000	23.3251	.0000	.8815	.9571
3	3.0000	67.4413	.0000	.9568	.9852
4	3.0000	69.3090	.0000	.9579	.9856
5	3.0000	10.2870	.0000	.7559	.9028
6	3.0000	151.0815	.0000	.9805	.9934
7	3.0000	17.2480	.0000	.8441	.9420
8	3.0000	15.6667	.0000	.8302	.9362
9	3.0000	162.2593	.0000	.9817	.9938
10	3.0000	33.3333	.0000	.9458	.9812
11	3.0000	4.9048	.0018	.5655	.7961

```
*********************************
*      COMPUTATION CENTER       *
*   UNIVERSITY OF TEXAS AT AUSTIN *
* SOCIAL SCIENCES COMPUTING LABORATORY *
*********************************

S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

CDC 6000/CYBER 70 VERSION 7.0  -  INSTALLED 25 APR 79

            EDIT
            RUN NAME        1978-79 ASSESSMENT OF WRITING SKILLS GAINS
            VARIABLE LIST   SCHOOL, GRADE, PRE, PRITEM1 TO PRITEM11, POST,POITEM1 TO POITEM11
            INPUT MEDIUM    CARD
            N OF CASES      UNKNOWN
            INPUT FORMAT    FIXED(10X,F1,F1,F1,6X,F3,4F2,F1,F2,2F1/12X,F1,6X,F3,6F2,F1,F2,2F1
                            )

            ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

            VARIABLE  FORMAT  RECORD    COLUMNS

            SCHOOL    F 1.0       1     11-  11
            GRADE     F 1.0       1     12-  12
            PRE       F 1.0       1     13-  13
            PRITEM1   F 3.0       1     20-  22
            PRITEM2   F 2.0       1     23-  24
            PRITEM3   F 2.0       1     25-  26
            PRITEM4   F 2.0       1     27-  28
            PRITEM5   F 2.0       1     29-  30
            PRITEM6   F 2.0       1     31-  32
            PRITEM7   F 2.0       1     33-  34
            PRITEM8   F 1.0       1     35-  35
            PRITEM9   F 2.0       1     36-  37
            PRITEM10  F 1.0       1     38-  38
            PRITEM11  F 1.0       1     39-  39
            POST      F 1.0       2     13-  13
            POITEM1   F 3.0       2     20-  22
            POITEM2   F 2.0       2     23-  24
            POITEM3   F 2.0       2     25-  26
            POITEM4   F 2.0       2     27-  28
            POITEM5   F 2.0       2     29-  30
            POITEM6   F 2.0       2     31-  32
            POITEM7   F 2.0       2     33-  34
            POITEM8   F 1.0       2     35-  35
            POITEM9   F 2.0       2     36-  37
            POITEM10  F 1.0       2     38-  38
            POITEM11  F 1.0       2     39-  39

THE INPUT FORMAT PROVIDES FOR  26 VARIABLES.   26 WILL BE READ
IT PROVIDES FOR  2 RECORDS (*CARDS*) PER CASE.  A MAXIMUM OF   39 *COLUMNS* ARE USED ON A RECORD.

            MISSING VALUES  ALL(BLANK)
            VALUE LABELS    PRE POST (5) PRETEST (3) POSTTEST/SCHOOL (1) CAMPBELL (2) NORAM
                            (3) WINN  (4) OAK SPRINGS ROSEWOOD (5) PECAN SPRINGS (6) SIMS (7)
                            BROWN (8) MAPLEWOOD
            COMPUTE         GROUP=0
```

```
                IF          (SCHOOL EQ 4 OR 5 OR 6) GROUP=1
                IF          (SCHOOL EQ 1 OR 2 OR 3) GROUP=2
                VALUE LABELS GROUP (0) CONTROL (1) TREATA (2) TREATB
                COMPUTE     PREVAR1=PRITEM1
                COMPUTE     POVAR1=POITEM1
                COMPUTE     PREVAR2=(PRITEM1-PRITEM2)/PRITEM1
                COMPUTE     POVAR2=(POITEM1-POITEM2)/POITEM1
                COMPUTE     PREVAR3=PRITEM3
                COMPUTE     POVAR3=POITEM3
                COMPUTE     PREVAR4=PRITEM1/PRITEM3
                COMPUTE     POVAR4=POITEM1/POITEM3
                COMPUTE     PREVAR5=PRITEM4
                COMPUTE     POVAR5=POITEM4
                COMPUTE     PREVAR6=PRITEM4/PRITEM5
                COMPUTE     POVAR6=POITEM4/POITEM5
                COMPUTE     PREVAR7=PRITEM6
                COMPUTE     POVAR7=POITEM6
                COMPUTE     PREVAR8=PRITEM6/PRITEM7
                COMPUTE     POVAR8=POITEM6/POITEM7
                COMPUTE     PREVAR9=PRITEM8
                COMPUTE     POVAR9=POITEM8
                COMPUTE     PREVAR10=PRITEM9
                COMPUTE     POVAR10=POITEM9
                COMPUTE     PREVAR11=PRITEM9/PRITEM1
                COMPUTE     POVAR11=POITEM9/POITEM1
                COMPUTE     PREVAR12=PRITEM10
                COMPUTE     POVAR12=POITEM10
                COMPUTE     PREVAR13=PRITEM11
                COMPUTE     POVAR13=POITEM11
                COMPUTE     GAINV1=POVAR1-PREVAR1
                COMPUTE     GAINV2=POVAR2-PREVAR2
                COMPUTE     GAINV3=POVAR3-PREVAR3
                COMPUTE     GAINV4=POVAR4-PREVAR4
                COMPUTE     GAINV5=POVAR5-PREVAR5
                COMPUTE     GAINV6=POVAR6-PREVAR6
                COMPUTE     GAINV7=POVAR7-PREVAR7
                COMPUTE     GAINV8=POVAR8-PREVAR8
                COMPUTE     GAINV9=POVAR9-PREVAR9
                COMPUTE     GAINV10=POVAR10-PREVAR10
                COMPUTE     GAINV11=POVAR11-PREVAR11
                COMPUTE     GAINV12=POVAR12-PREVAR12
                COMPUTE     GAINV13=POVAR13-PREVAR13
                VAR LABELS  PREVAR1  TOTAL WORDS/
                            POVAR1   TOTAL WORDS/
                            GAINV1   TOTAL WORDS/
                            PREVAR2  % SPELL CORRECT/
                            POVAR2   % SPELL CORRECT/
                            GAINV2   % SPELL CORRECT/
                            PREVAR3  TOTAL NUMBER SENTENCES/
                            POVAR3   TOTAL NUMBER SENTENCES/
                            GAINV3   TOTAL NUMBER SENTENCES/
                            PREVAR4  SENTENCE LENGTH/
                            POVAR4   SENTENCE LENGTH/
                            GAINV4   SENTENCE LENGTH/
                            PREVAR5  TOTAL CORRECT PUNCTUATION/
                            POVAR5   TOTAL CORRECT PUNCTUATION/
                            GAINV5   TOTAL CORRECT PUNCTUATION/
                            PREVAR6  % CORRECT PUNCTUATION/
```

```
                    POVAR6   % CORRECT PUNCTUATION/
                    GAINV6   % CORRECT PUNCTUATION/
                    PREVAR7  TOTAL CORRECT CAPITALIZATIONS/
                    POVAR7   TOTAL CORRECT CAPITALIZATIONS/
                    GAINV7   TOTAL CORRECT CAPITALIZATIONS/
                    PREVAR8  % CORRECT CAPITALIZATIONS/
                    POVAR8   % CORRECT CAPITALIZATIONS/
                    GAINV8   % CORRECT CAPITALIZATIONS/
                    PREVAR9  PARAGRAPH USAGE/
                    POVAR9   PARAGRAPH USAGE/
                    GAINV9   PARAGRAPH USAGE/
                    PREVAR10 TOTAL MODIFYING WORDS/
                    POVAR10  TOTAL MODIFYING WORDS/
                    GAINV10  TOTAL MODIFYING WORDS/
                    PREVAR11 % MODIFYING WORDS/
                    POVAR11  % MODIFYING WORDS/
                    GAINV11  % MODIFYING WORDS/
                    PREVAR12 SENTENCE USAGE/
                    POVAR12  SENTENCE USAGE/
                    GAINV12  SENTENCE USAGE/
                    PREVAR13 OVERALL QUALITY/
                    POVAR13  OVERALL QUALITY/
                    GAINV13  OVERALL QUALITY/
          PRINT FORMATS  PREVAR2 (2)/PREVAR6 (2)/PREVAR8 (2)/PREVAR11 (2)/POVAR2 (2)/
                    POVAR6 (2)/POVAR8 (2)/POVAR11 (2)/GAINV2 (2)/GAINV6 (2)/GAINV8(2)
                    /GAINV11 (2)
          BREAKDOWN      VARIABLES=SCHOOL(1,8),GROUP(8,2), PREVAR1 TO GAINV13(LO,HI)
                    CROSSBREAK=PREVAR1 TO GAINV13 BY GROUP BY SCHOOL
          OPTIONS        2
          READ INPUT DATA

     00054300 CM NEEDED FOR BREAKDOWN

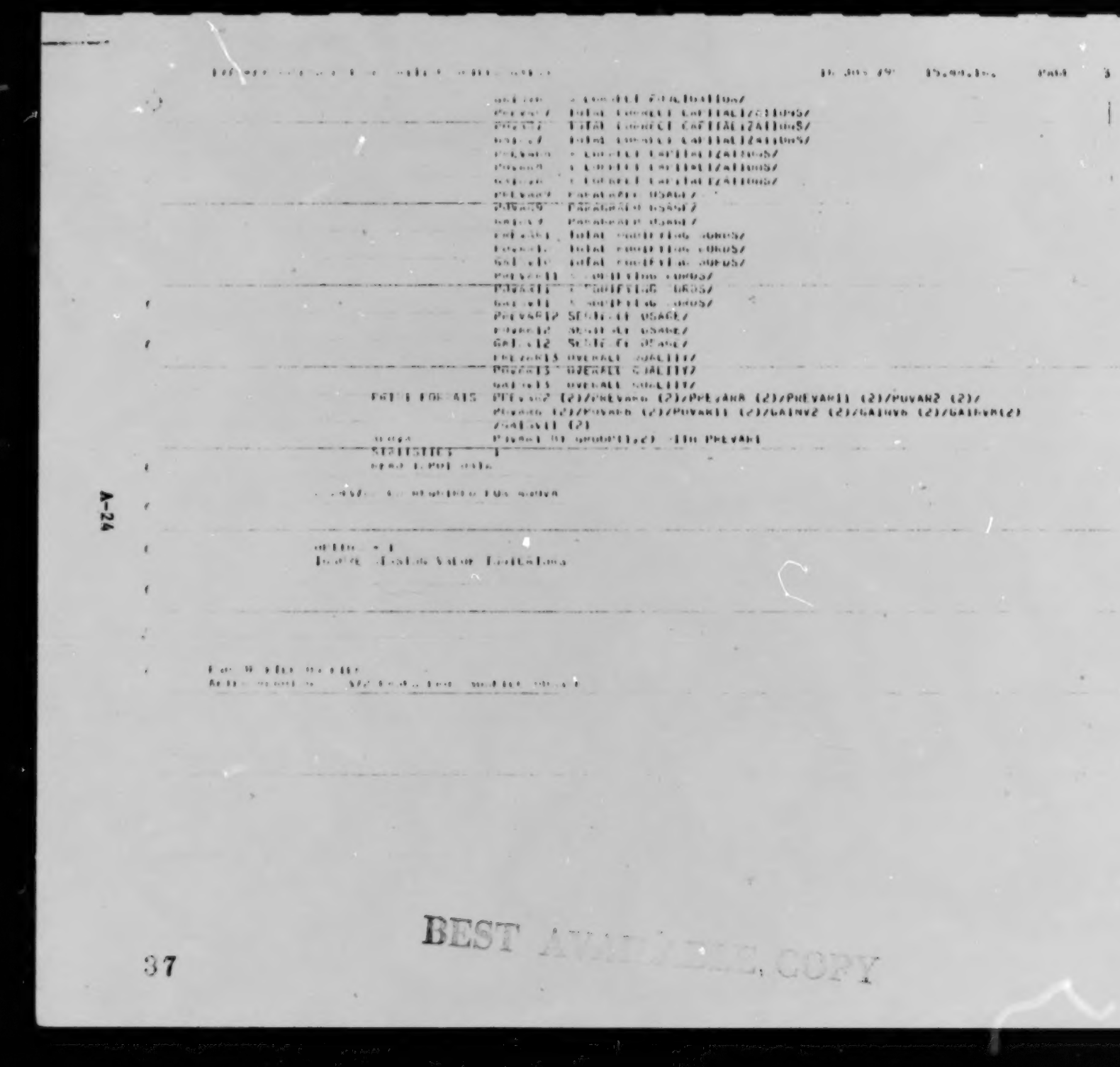

     OPTION = 2
     DELETE MISSING DATA FOR DEPENDENT VARIABLES ONLY



          FINISH

RUN COMPLETED

NUMBER OF CONTROL CARDS READ 101
NUMBER OF ERRORS DETECTED   0
```



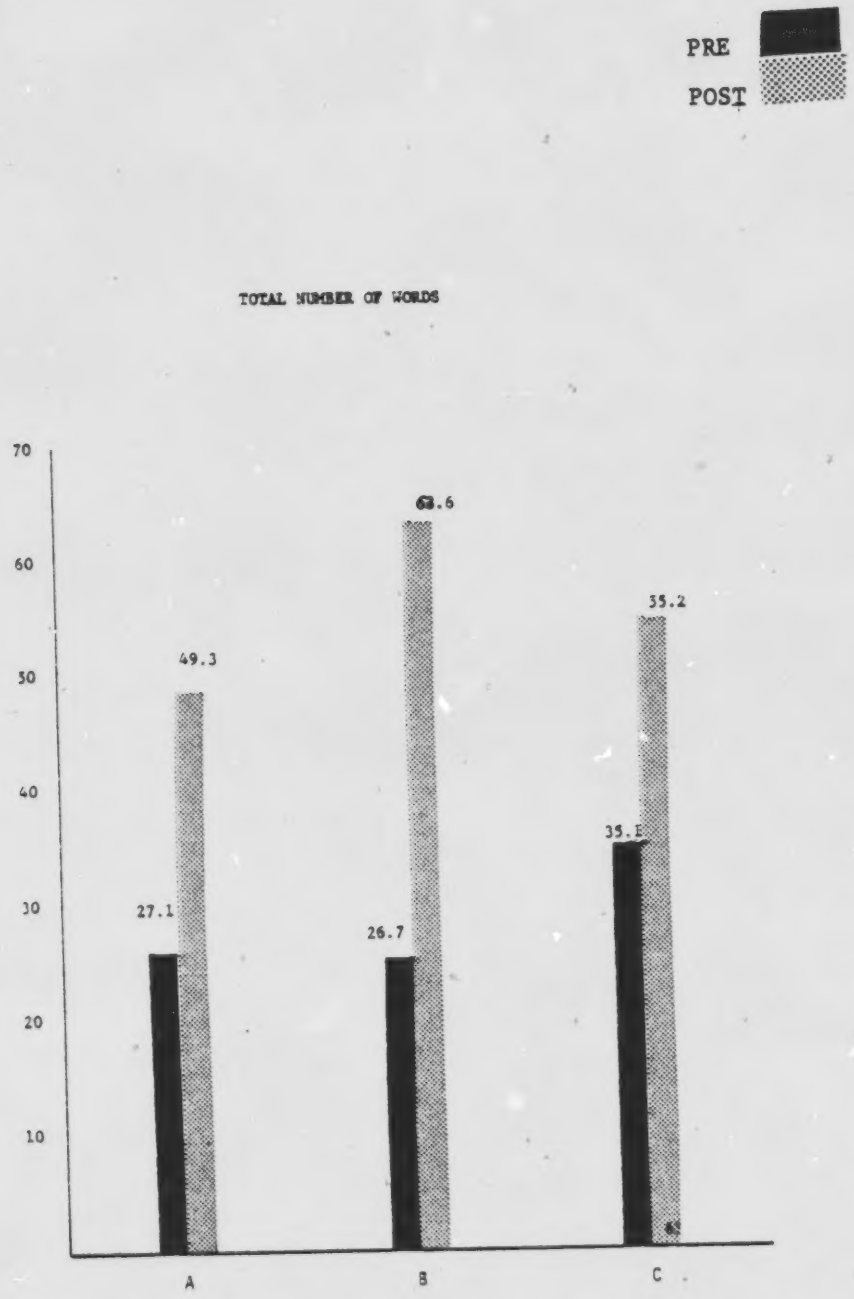
BEST AVAILABLE COPY

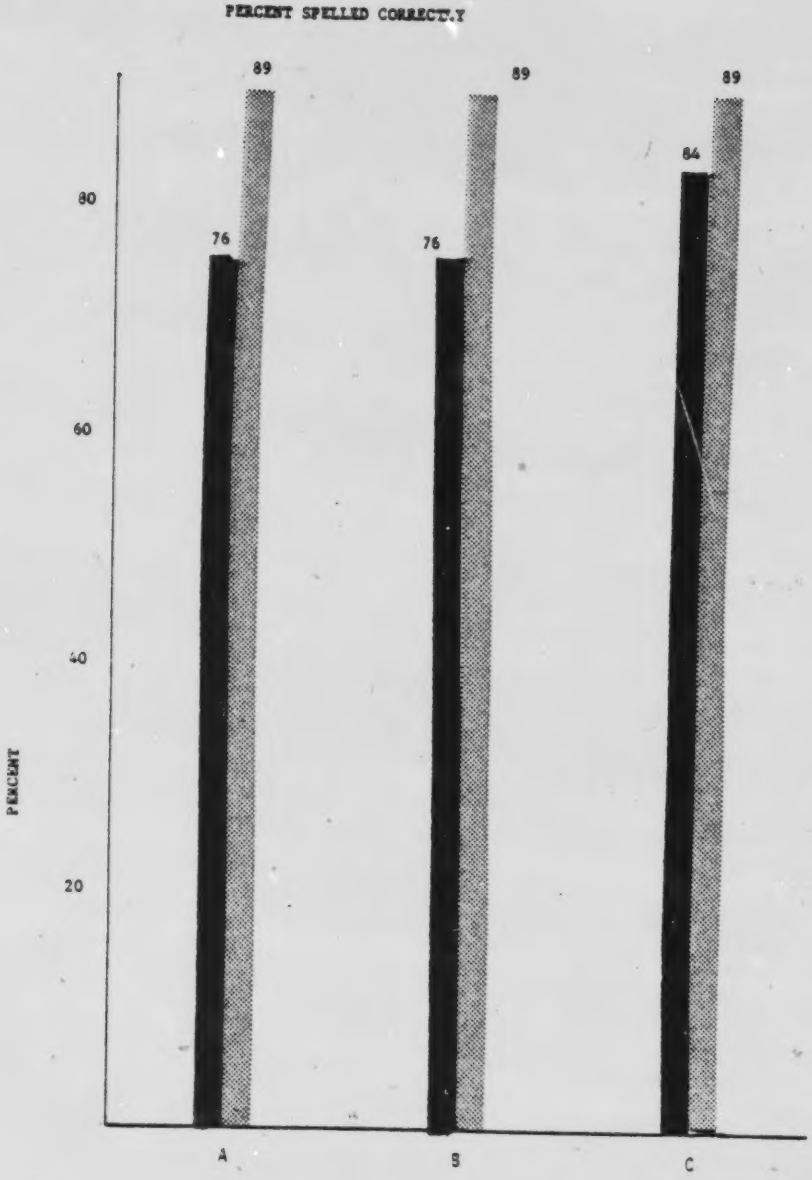
TRT. B US. CONTROL

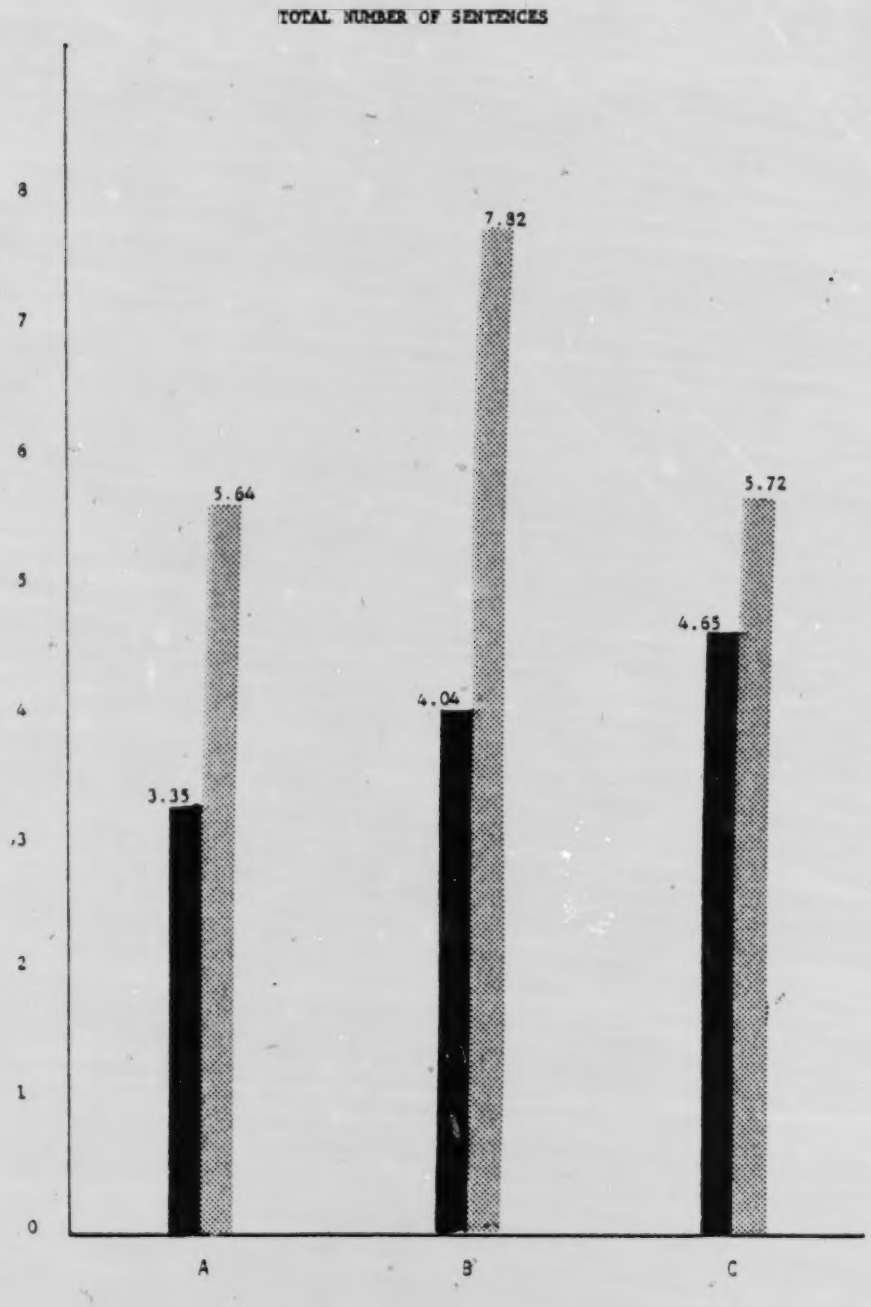
BEST AVAILABLE COPY

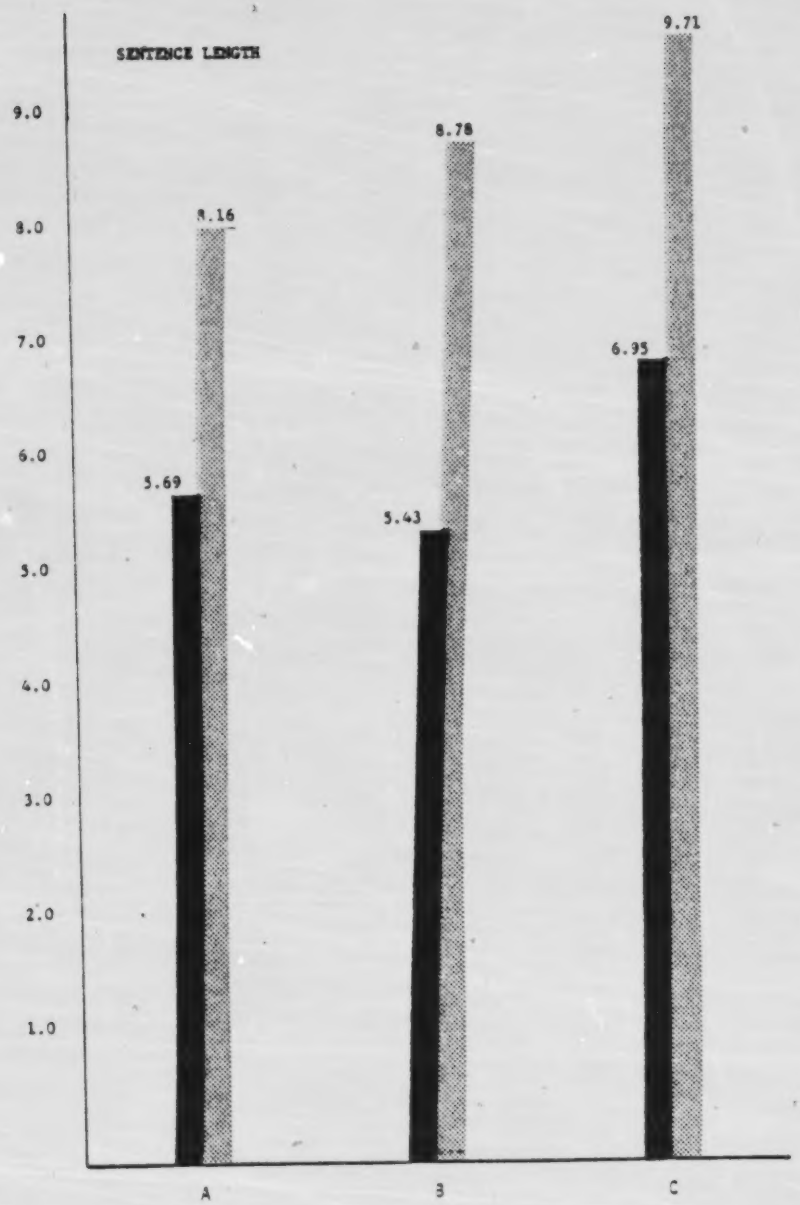
Attachment A-2

BAR GRAPHS OF PRE- AND POSTTEST SCORES
ON THIRTEEN VARIABLES FOR THREE GROUPS
(Page 1 of 13)

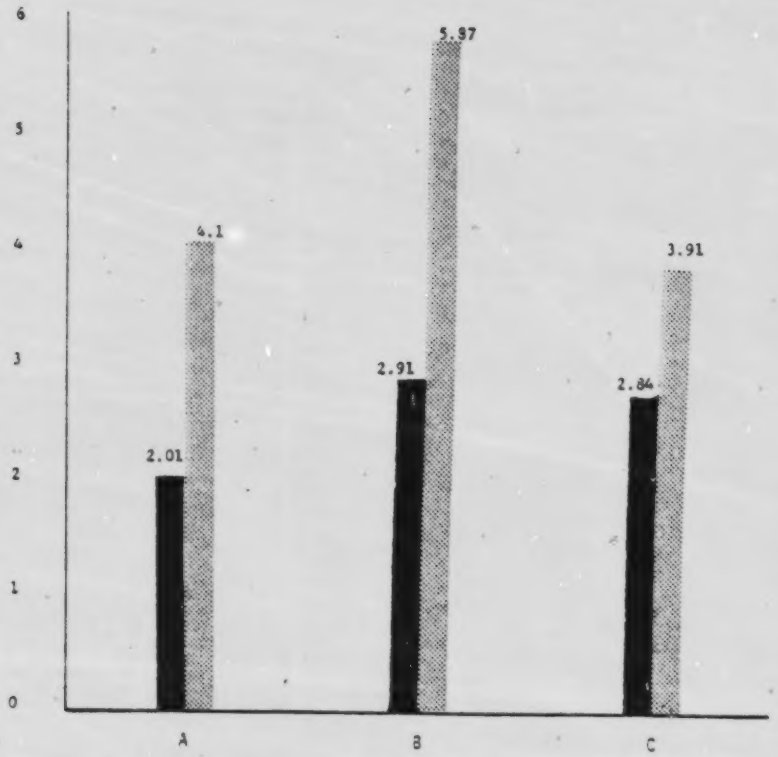

PRE
POST
TOTAL NUMBER OF WORDS
70
60
50
40
30
20
10
49.3
68.6
55.2
27.1
26.7
35.8
A
B
C


PERCENT SPELLED CORRECTLY
PERCENT
80
60
40
20
76
89
76
89
84
89
A
B
C

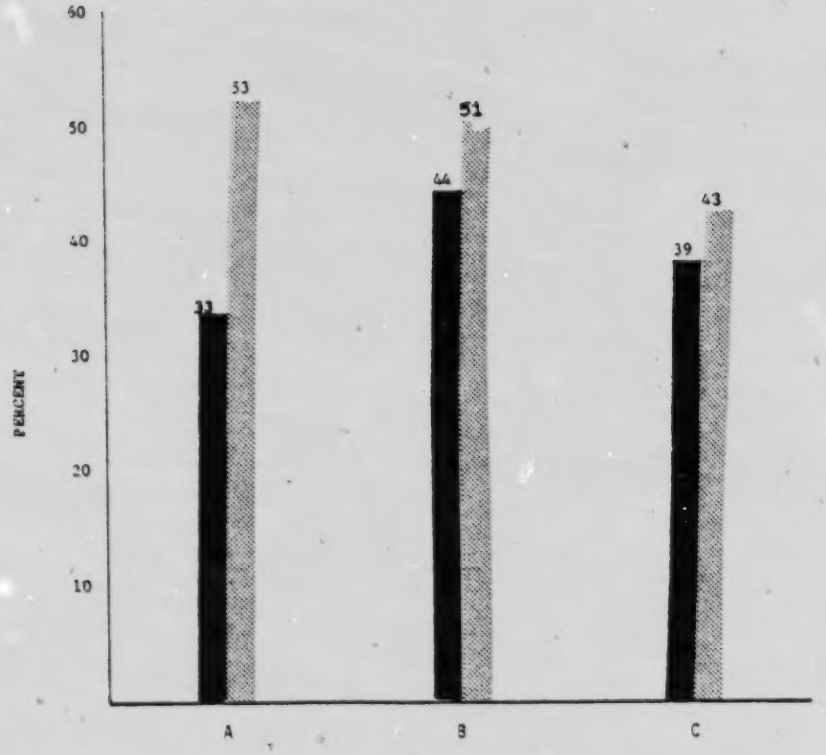

TOTAL NUMBER OF SENTENCES
8
7
6
5
4
3
2
1
0
3.35
5.64
4.04
7.82
4.65
5.72
A
B
C

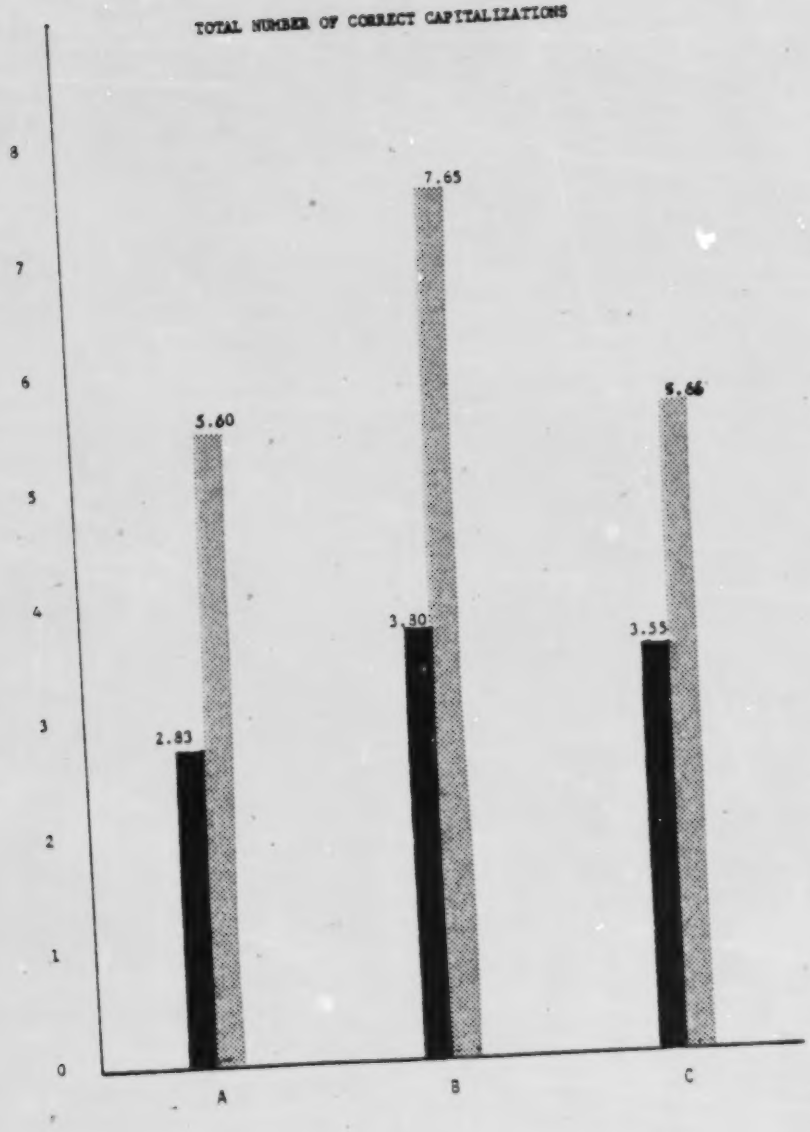

SENTENCE LENGTH
9.0
8.0
7.0
6.0
5.0
4.0
3.0
2.0
1.0
8.16
5.69
8.78
5.43
9.71
6.95
A
B
C

TOTAL NUMBER OF CORRECT PUNCTUATIONS

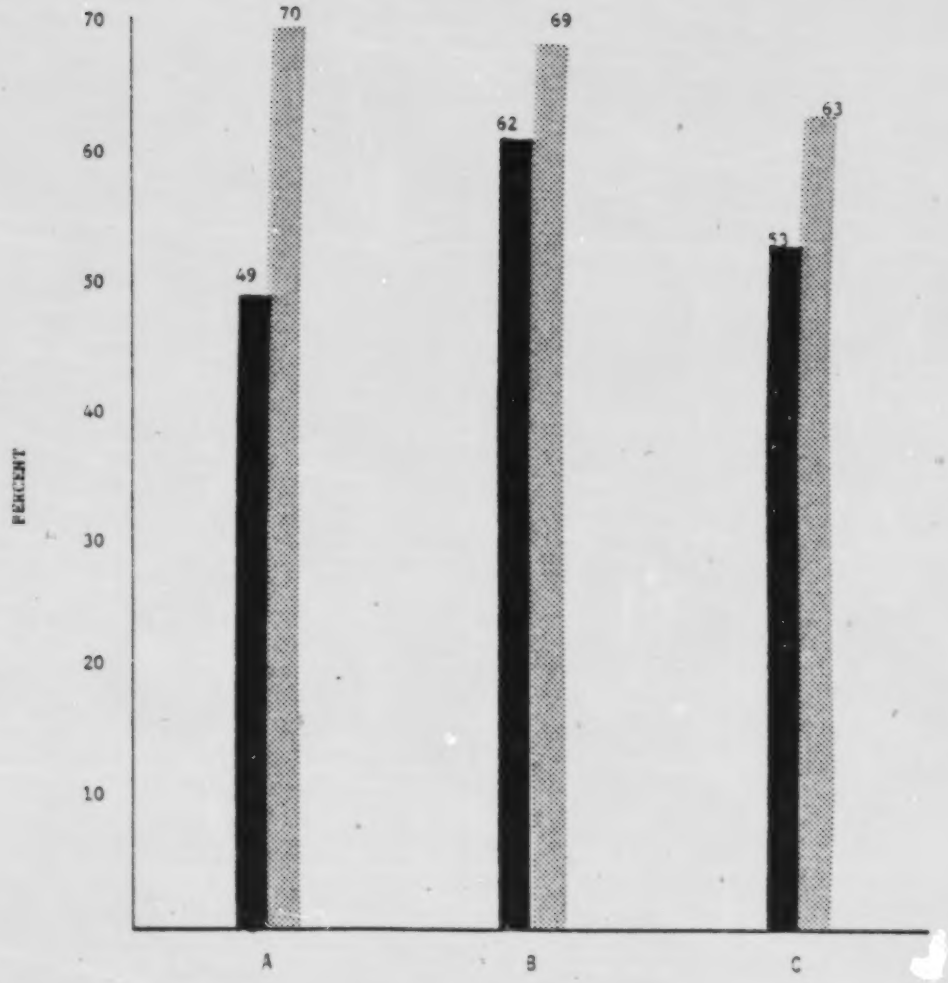


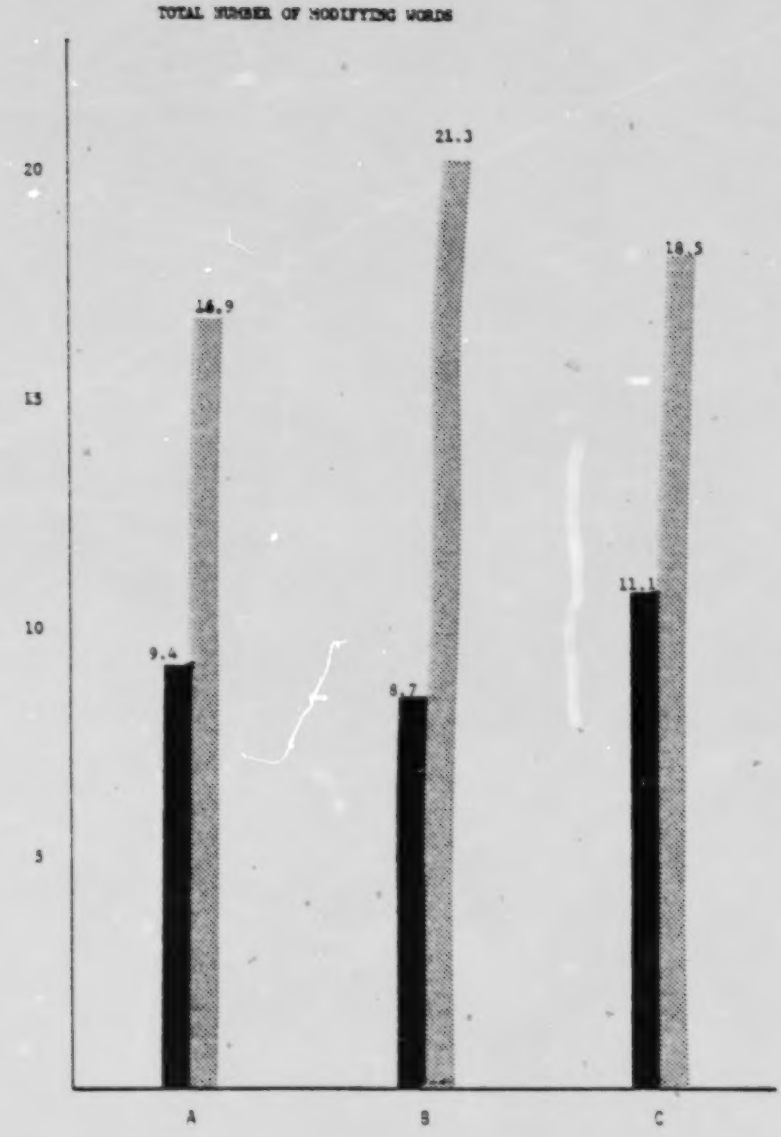
PERCENT CORRECT PUNCTUATIONS

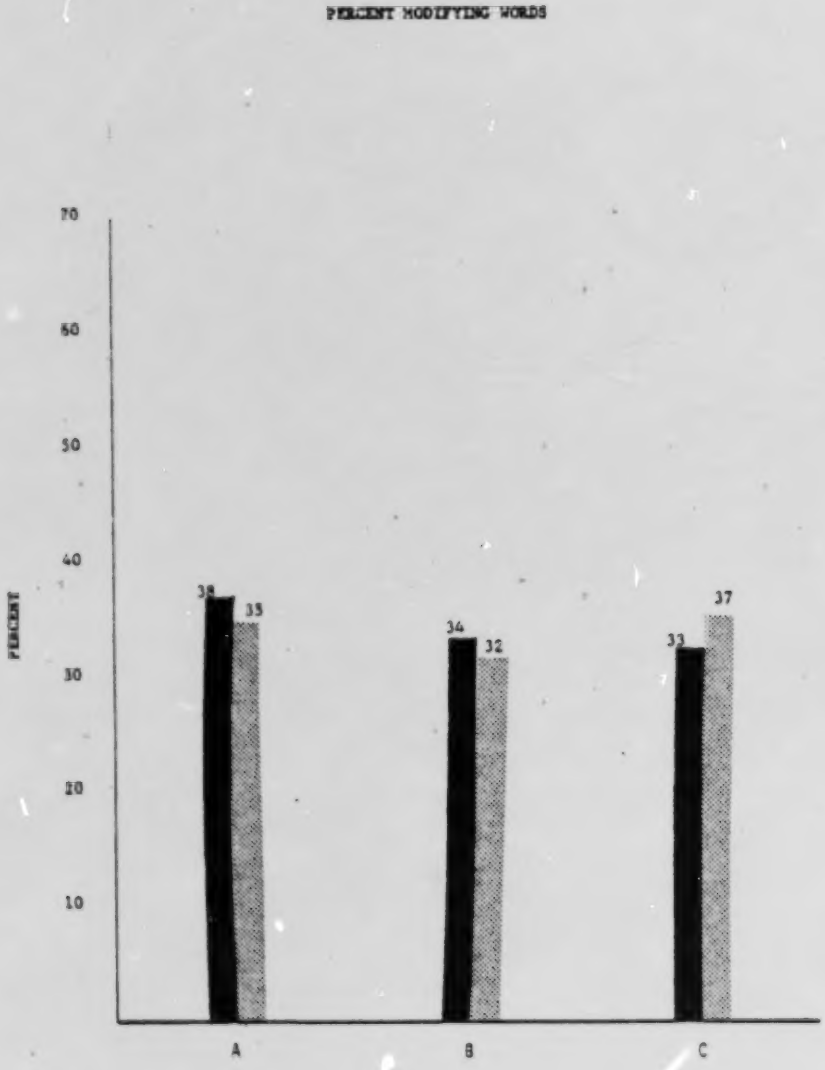



TOTAL NUMBER OF CORRECT CAPITALIZATIONS
8
7
6
5
4
3
2
1
0
5.60
7.65
5.66
3.80
3.55
2.83
A
B
C

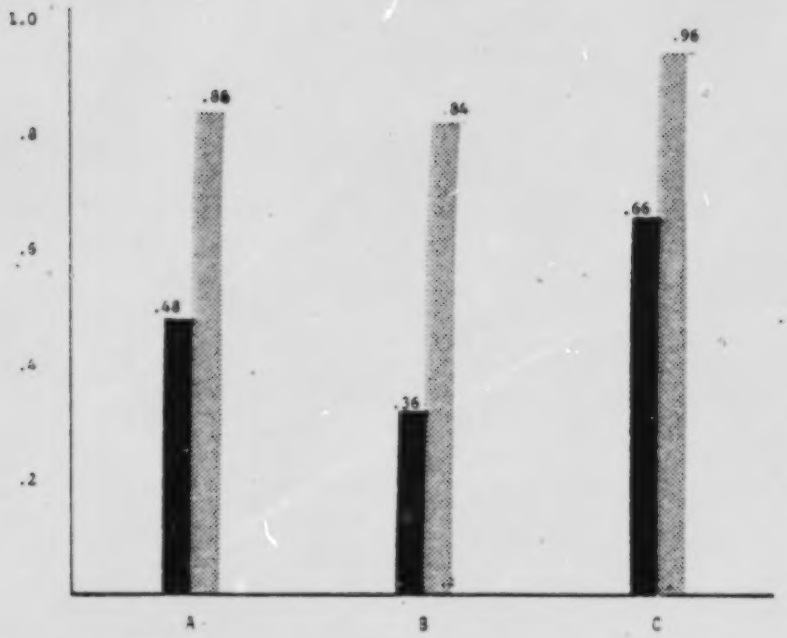
PERCENT CORRECT CAPITALIZATIONS




TOTAL NUMBER OF MODIFYING WORDS
20
15
10
5
16.9
21.3
18.5
9.4
8.7
11.1
A
B
C

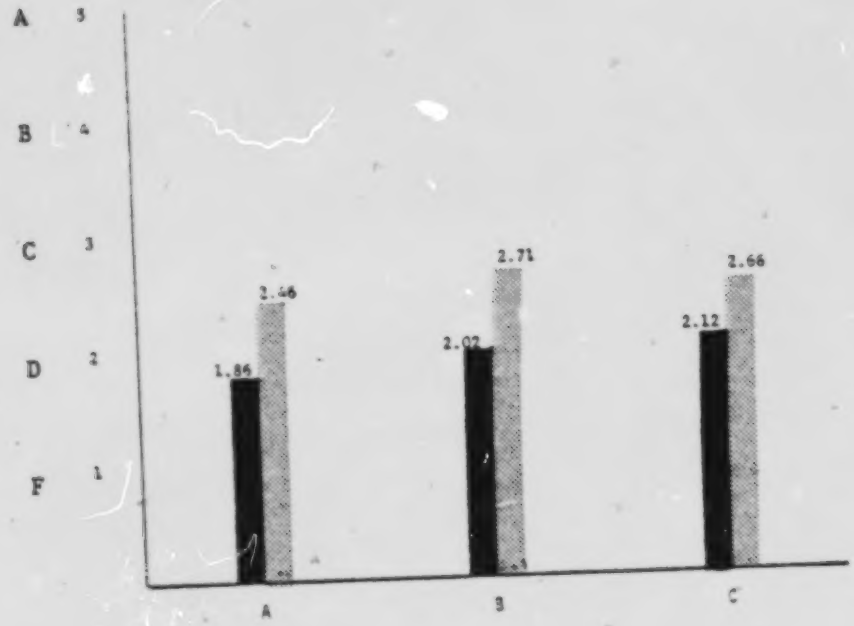

PERCENT MODIFYING WORDS
70
60
50
40
30
20
10
PERCENT
38
35
34
32
33
37
A
B
C

PARAGRAPH USAGE



SENTENCE USAGE

OVERALL QUALITY



ESAA Pilot

Written Composition Program

Appendix B

CALIFORNIA ACHIEVEMENT TEST

78.62

Instrument Description: California Achievement Test

Brief description of the instrument:

The CAT is a standardized achievement test battery with norms. Two tests were administered-Reading and Mathematics. The test provides assessment of achievement levels comparable to percentiles on a national level.

To whom was the instrument administered?

All students present the days of testing and makeup testing in all the elementary schools of AISD, except for some special education students and Spanish-dominant students excused as per the districtwide testing guidelines.

How many times was the instrument administered?

Generally twice--one schoolwide administration, and one makeup administration for students not present during the first administration.

When was the instrument administered?

Students were administered the tests April 10-12, 1979.

Where was the instrument administered?

In the various elementary schools of AISD.

Who administered the instrument?

Classroom teachers. In some schools, the counselor or principal administered the tests over the public address system, and the teachers monitored in each classroom.

What training did the administrators have?

At the elementary level, selected counselors and principals participated in the planning sessions. Every teacher, counselor and principal was provided with a copy of the test administration manual and all other pertinent testing information and quidelines. Actual teacher inservice training was the responsibility of the counselor or principal at each campus.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. ORE monitors in a random selection of classrooms indicated that the testing conditionswere reasonably good and consistent across the district.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems.

Who developed the instrument?

CAT/McGraw-Hill.

What reliability and validity data are available on the instrument?

The reliability of both the Reading and Mathematics tests, as summarized by Kuder-Richardson Formula 20 coefficients, is acceptable. These coefficients range from .93 to .96. Items for the CAT were written after examination of the curricular objectives of a wide variety of state-approved reading and math texts, and were selected on the basis of item difficulty. The content of the CAT is based on this instrument-development procedure.

Are there norm data available for interpreting the results?

Norm data are available in the publisher's manual.

CALIFORNIA ACHIEVEMENT TEST

Purpose

Data from the 1979 districtwide administration of the California Achievement Test were used to answer the following decision question and its associated evaluation questions and objectives?

Decision Question 1: "Should the Written Composition Program be continued as is or modified?"

Evaluation Question 1-2: Did the Written Composition Program meet is reading achievement objectives for 1978-79? (50% of a 50% sample of the students in the Pilot classrooms, grades 1-5, will demonstrate a significant increase in reading achievement.)

Evaluation Question 1-4: Did students in Treatment A (Language Arts-model) improve their reading skills significantly more than students in Treatment B (Social Studies-model)?

Evaluation Question 1-6: Did students in either Treatment Group in the Program classrooms achieve at a significantly higher level of reading achievement in comparison to a sample of students not participating in the Program?

Procedure

Sampling. The sample is comprised of a subtest of the random sample selected for the Assessment of Writing Skills (see Appendix A). The sample utilized in the Assessment of Writing Skills consisted of the students in each classroom, grades 1-5, in the participating schools. Students were selected only if pre- and posttest data on the California Achievement Test was available, thereby automatically excluding the first grade from the CAT analyses.

This sample of students comprised the original sample for the CAT analysis. CAT data were not available, however, for all of the students in the original sample. (Some students had no scores for 1978 or 1979). Figure B-1 lists the number of students included in the sample at each school for the CAT analyses.

Testing. All testing and scoring were done by the System-wide Testing Program.

Analyses. The raw scores for each student's CAT Reading test were converted to grade equivalent scores using the conversion tables in the Examiner's Manual. Conversions to grade equivalent scores were done by matching student ID numbers with a master file of 1978 and 1979 CAT scores. These data were then keypunched and verified at the University of Texas Computation Center. Attachment B-1 is a copy of the card file layout used to keypunch the data. The data were analysed by using the SPSS programs ANOVA, T-TEST, CROSSTABS and BREAKDOWN. Attachment B-2 is a list of the SPSS control cards used to analyse the data.

Results

Limitations of the data. The results derived from the CAT pre- and posttest (1979) scores exclude all fourth grade scores for all three groups. This is because of irregularities in scores at several schools within each of the treatment and control groups. However, the number of students involved in these comparisons remains adequate to make decisions on the basis of the statistical analyses.

D.1.2 It may be concluded that the Written Composition Program met its reading achievement objective for 1978-79 with 85% of a 50% sample of the students demonstrating a significant increase.

Figure B-1 presents the percentages of students improving their CAT scores from 1978 to 1979. As shown there, overall, 85% of Treatment A students and 85% of Treatment B students demonstrated an increase

from pre- to posttest. However, 94% of the Control group also improved. Figure B-2 presents more specific information about pretest, posttest, and gain levels by the various grades and groups.

D.1.4. It may be concluded that students in Treatment A did not improve their reading skills significantly more than students in Treatment B.

Figure B-2 indicates that students in both treatment groups significantly improved their CAT scores from 1978 to 1979. However, as shown in Attachment B-1, analyses of covariance do not support there being significant differences in CAT posttest scores for the two Treatment groups. Thus, Treatment A did not improve their reading skills significantly more than students in Treatment B, nor did Treatment B improve their reading skills significantly more.

Actually, Control group students demonstrated the highest mean CAT pretest, posttest, and the largest gains, with an average gain of 1.24 grade equivalents. Treatment A students had an average gain of .96 grade equivalents, and Treatment B students an average gain of .62. Each of these gains was statistically significant below the .001 level. Within Treatment B, only the 5th grade students did not improve at a statistically significant level.

Analysis of covariance was used to compare posttest scores for differences due to pretest levels. For example, there is a statistically significant difference in the mean Treatment A pretest score (2.68) and the mean Treatment B pretest score (3.35). This pretest difference is then accounted for in the test of differences in posttest scores between Treatment groups. Thus, there was not a significant difference between treatment groups, at any grade, for their improvements in reading achievement. It may be concluded that neither treatment approach demonstrates superiority of impact upon reading ability in students.

D.1.6. It may be concluded that neither treatment group achieved at a significantly higher level of reading achievement than a sample of students in control schools.

Control group students attained the highest average pretest and posttest scores, and the largest gains. Also, students in control group schools were shown to have significantly improved their reading skills in comparison to both treatment groups at two out of three grade levels. Attachment B-1 includes the results of analyses of covariance comparing control and treatment groups. It should be noted, also, that there was a statistically significant difference on pretest scores between the control and treatment groups.

Overall, the students in the ESAA Pilot treatment groups did show improvement in their reading skills, but this improvement is less than that found in a selected control group. It may be concluded that this program did not significantly affect reading achievement in program students in comparison to a group of students not exposed to the curriculum and instructional adaptations. Further study is needed to determine if this trend would also have occurred at the fourth grade level, given valid data, and, possibly, with other control schools.

GROUP	% of Students Improving CAT Scores	GROUP	% of Students Improving CAT Scores
LANGUAGE ARTS (N = 66)	85%	SOCIAL STUDIES (N = 66)	85%
Oak Springs/Rosewood (N=26)		Campbell (N=27)	
Grade 2 (N = 8)	75%	Grade 2 (N=7)	72%
Grade 3 (N = 6)	100%	Grade 3 (N=7)	100%
Grade 5 (N = 6)	83%	Grade 5 (N=7)	72%
Pecan Springs (N=31)		Norman (N=30)	
Grade 2 (N=8)	88%	Grade 2 (N=7)	100%
Grade 3 (N=8)	75%	Grade 3 (N=8)	100%
Grade 5 (N=8)	88%	Grade 5 (N=7)	72%
Sims (N=30)		Winn (N=32)	
Grade 2 (N=7)	86%	Grade 2 (N=9)	89%
Grade 3 (N=8)	75%	Grade 3 (N=5)	80%
Grade 5 (N=7)	100%	Grade 5 (N=9)	78%
CONTROL (N = 65)	94%		
Brown (N=48)			
Grade 2 (N=14)	93%		
Grade 3 (N=10)	80%		
Grade 5 (N=12)	92%		
Maplewood (N=38)			
Grade 2 (N=7)	100%		
Grade 3 (N=11)	100%		
Grade 5 (N=11)	100%		

Figure B-1. Percent of Students in Each Group Showing Improvement on the CAT Reading Subtest

TREATMENT GROUP	CAT PRE $\bar{X}$	CAT POST $\bar{X}$	GAIN $\bar{X}$	T VALUE	DEGREES OF FREEDOM	SIGNIFICANCE LEVEL
CONTROL (N = 65)	3.36	4.60	1.24	10.16	64	.000
TREATMENT A (N = 66)	2.68	3.64	.96	8.84	65	.000
TREATMENT B (N = 66)	3.35	3.97	.62	5.82	65	.000
CONTROL						
Grade 2 (N = 21)	2.74	3.84	1.10	5.85	20	.000
Grade 3 (N = 21)	3.09	4.30	1.21	7.20	20	.000
Grade 5 (N = 23)	4.18	5.58	1.40	5.38	22	.000
TREATMENT A						
Grade 2 (N = 23)	1.84	2.67	.83	4.96	22	.000
Grade 3 (N = 22)	2.56	3.65	1.09	4.26	21	.000
Grade 5 (N = 21)	3.74	4.70	.96	6.14	20	.000
TREATMENT B						
Grade 2 (N = 23)	2.16	2.67	.51	3.08	22	.005
Grade 3 (N = 20)	3.10	4.06	.95	7.74	19	.000
Grade 5 (N = 23)	4.75	5.18	.43	1.93	22	.066

Figure B-2. CAT Mean (Average) Scores Pre-, Post-, and Gain for each Treatment Group, in Grade Equivalents

FILE ID A.K.E. CARD FILE LAYOUT LOCATION

NAME J. Frye DATE 12/13/78

COMMENTS ESAA Written Composition Program - C.A.T.

FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID AKE
	4 - 6	School Code
	7 - 7	Grade
	8 - 10	Teacher Code
	11 - 33	Student Name
	34 - 40	Student ID Number
	43 - 45	CAT Reading Grade Equivelent Score - 1978
	46 - 49	CAT Reading Grade Equivelent Score - 1979
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

78.62

B-9

Attachment B-1

62

[illegible] 19 DEC 79 10.25.39. PAGE 1

[illegible]

[illegible] - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

[illegible] - Initialized 25 APR 79

[illegible]	[illegible]
[illegible]	SCHOOL, GRADE, GROUP, CAMPOST
[illegible]	CARD
[illegible]	[illegible]
[illegible]	[illegible]

According to your input format, variables are to be read as follows:

Variable	Input Record	Columns
SCHOOL	1	5- 6
GRADE	1	7- 7
CAMPOST	1	82- 85
GROUP	1	86- 89

For [illegible] variables, 4 FILE DE READ
[illegible] (Maximum) per case. A maximum of 99 RECORDS* are used on a record.

[illegible]	ALL(0)
Value labels	SCHOOL (113) CAMPOST (125) OAK SPRINGS (129) PELAN SPRINGS (135) ROSEWOOD (139) SIMS (150) WORTHAN (157) GRAN (190) GROVE (122) APPLEWOOD
[illegible]	GROUP=1
"	SCHOOL EQ 125 OR 129 OR 135 OR 139 GROUP=1
"	CAMPOST EQ 113 OR 150 OR 157) GROUP=2
Value labels	GROUP 1.0 CONTROL (1) TREATA (2) TREATB
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
Missing	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

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*                                       *
*                                       *
*****************************************

  A PROGRAM FOR STATISTICAL ANALYSIS IN THE SOCIAL SCIENCES

  (C) COPYRIGHT 1979 - VERSION 7.0 - RELEASED 25 APR 79

  PROGRAM NAME        READ FIXED FORMAT DATA
  VARIABLE LIST       SCHOOL, GRADE, CAIPRE, CAIPOST
  DATA FILE NAME      CAIP
  NO. OF CASES        DEFAULT
  DATA FORMAT         (T1,F3.0,T5,F1.0,T6,F4.0,T10,F4.0)

  ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

  VARIABLE  FORMAT  RECORD    COLUMNS

  SCHOOL    F 3.0     1       2-  4
  GRADE     F 1.0     1       5-  5
  CAIPRE    F 4.0     1      10- 13
  CAIPOST   F 4.0     1      14- 17

THE DATA FORMAT PROVIDES FOR  4 VARIABLES.  4 WILL BE READ
IF MORE THAN ONE RECORD (RECORD=) PER CASE,  2 OUT OF  49 RECORDS ARE USED FOR A RECORD.

  TEXT VALUE SPECIFIED
  VALUE LABELS        SCHOOL (111) CASTILLE (125) OAK SPRINGS (124) PELAN SPRINGS
                      (153) RIDGEVIEW (154) (155) WOLFEAN (157) MIDA
                      (161) ORTEGA (162) APPLEWOOD
  CONTROL             GROUPS=
  IF                  (SCHOOL EQ 111 OR 124 OR 153 OR 157) GROUP=1
  IF                  (SCHOOL EQ 111 OR 153 OR 157) GROUP=2
  VALUE LABELS        GROUP (1) CONTROL (2) TREATA (2) TREATB
  FOR FILE            WRITE(CAIPOST)=ALL
  WRITE FORMAT        (4F4.0)
  FILE TYPE           DATA (FREE)
  RECORDS IN          (CASES)
  I-O STATUS          NO ERRORS DETECTED IN THE I-O TEST
  FILE LABELS

  END OF JOB - NO ERRORS IN I-O TEST
```

ESAA Pilot

Written Composition Program

Appendix C

ESAA W.C.P. TEACHER QUESTIONNAIRE

78.62

Instrument Description: ESAA Written Composition Program Teacher Questionnaire

Brief description of the instrument:

A 20-item instrument collecting data including background information (grade level, instructional group and years of teaching experience), and rating scales concerned with program implementation, adequacy of training and program materials, and the utility of the program models in the existing instructional programs.

To whom was the instrument administered?

All treatment and control-group teachers participating in the ESAA W.C.P.

How many times was the instrument administered?

Once.

When was the instrument administered?

April, 1979.

Where was the instrument administered?

Delivered by AISD mail to the teachers' mail boxes in each school.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Not Applicable.

Was the instrument administered under standardized conditions?

Not Applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None reported.

Who developed the instrument?

ESAA Written Composition Program Evaluation Intern.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No, although some data collected last year may be used for general comparative purposes.

ESAA WRITTEN COMPOSITION PROGRAM TEACHER QUESTIONNAIRE

Purpose

The Written Composition Program Teacher Questionnaire results were used to provide answers to the following major decision questions and their related evaluation questions:

Decision Question 2: "Should the Program Treatment models be continued as is or modified?"

Evaluation Question 2-7: Are the Program treatment models being implemented?

Evaluation Question 2-8: Was the adaptation of the social studies curriculum with Language Experience Approach techniques adequate for teacher use?

Evaluation Question 2-9: Was the adaptation of the Language Arts curriculum with emphasis upon more structured experiences adequate for teacher use?

Evaluation Question 2-12: For Treatment A, how much time in Language Arts is spent in writing practice compared to regular classrooms?

Decision Question 3: "Should the staff development program be continued as is or modified?"

Evaluation Question 3-1: Do teachers believe that they received adequate training?

Evaluation Question 3-2: Do teachers evidence a working knowledge of the techniques and materials provided for their treatment model?

Decision Question 4: "Should the curriculum materials acquisition aspect be continued as is or modified?"

Evaluation Question 4-1: Were the materials provided to each treatment group adequate for classroom use?

Procedure

Through consultation with the ESAA Pilot Coordinator and a Compensatory Education Planner, a list of tentative questions was developed that was a major modification from the 1977-78 Teacher Questionnaire. This was done for several reasons: (1) The evaluation questions have changed somewhat for the 1978-79 evaluation; (2) some items from last year are no longer pertinent; and (3) an effort was made to make the questionnaire brief, but comprehensive. The list of tentative questions was reviewed by O.R.E. staff for their face validity. The final version is found in Attachment C-1.

On April 11, 1979, the questionnaire was hand-delivered to the schools and placed in the teachers' mailboxes in each school. Attachment C-2 is a copy of the memo which accompanied the questionnaire. Each questionnaire was accompanied by a self-addressed envelope, and teachers were instructed to return it by AISD mail. A second questionnaire was mailed to several teachers not returning the original one in order to obtain a more complete sample. Forty-eight questionnaires were sent out, one to each teacher participating in the ESAA Pilot project, and one to each of 12 teachers in control group schools. Control teachers received only the first page of the Teacher Questionnaire as only the first seven items were appropriate for them.

The questionnaireswere keypunched and verified at the UT Computation Center. Attachment C-3 is a copy of the card file layout used to keypunch the data.

The data were analyzed at the UT Computation Center using a DISTAT program to output the frequency of teachers' responding to each item on the questionnaire. Attachment C-4 is a listing of the control cards used to analyze the data.

For the forms returned, responses were tabulated for three groups: (1) responses made by the Language Arts Model teachers (Treatment A; N = 17); (2) responses made by the Social Studies Model teachers (Treatment B; N = 17); and (3) responses made by the group of teachers not participating in ESAA Pilot, referred to as the control group (N = 12).

Due to the large volume of information collected by using the breakdown described above, only the most salient findings with regard to each evaluation question will be discussed here. The interested reader is urged to consult the appropriate figures for a more detailed picture of the findings.

Results

Forty-six questionnaires were received for a return rate of 96%. Results are discussed in terms of the stated evaluation questions. Figure C-1 presents the percentages of teachers responding to each of the item categories on the questionnaire. In terms of a general factor that may impact the results comparing treatment teachers with control teachers, the average years of teaching experience for Treatment A teachers was 8.2 years, for Treatment B teachers it was 9.6 years, and for Control teachers, it was 13.3 years.

2-7. Are the Program treatment models being implemented?

In general, it can be concluded that the W.C.P. treatment models are being implemented, and that this implementation differentiates treatment classrooms for control classrooms (i.e., regular AISD classrooms).

The intent of the program follows these general lines: that writing instruction and practice occur primarily during either language arts for Treatment A or language arts and social studies/science for Treatment B. In terms of the content areas in which writing instruction occurs, 94% of Treatment A teachers provide it during social studies and 71% of these teachers also provide it during science. This is in contrast with Control teachers who all report that writing instruction occurs during language arts, but only 58% report that writing instruction occurs during social studies. Eighty-eight percent of the Treatment A teachers reported actual student writing in language arts and 100% of the Treatment B teachers indicated actual student writing in social studies, with 88% of these teachers reporting writing in science.

The frequency of students' writing original sentences and paragraphs relates to the issue of experimental classrooms providing more opportunities to write than would be found in typical AISD classrooms. For example, 76% of the Treatment A teachers reported students writing original sentences and paragraphs two or more times a week during language arts instruction as compared to 70% of Treatment B teachers and 75% of the Control teachers. However, 67% of the Control teachers indicated students write three to five times each week as opposed to 29% of both Treatment A and B teachers. That is, two-thirds of the Control teachers have their students writing original sentences and paragraphs three or more times each week as compared to under one-third of either of the treatment group teachers. But nearly one-half of the Treatment A teachers have their students writing twice each week. In summary, it would appear that the Control teachers selected for this study have their students writing quite a bit during language arts instruction, although it is roughly comparable to the overall frequency of writing in Treatment A and B classrooms. Thus, the data suggest that Treatment A teachers are implementing their program during language arts instruction, but that teachers in regular AISD classrooms also have their students writing original compositions quite frequently.

In terms of the implementation of the program's Treatment B, 36% of these teachers had their students writing original sentences and paragraphs two or more times a week during social studies/science instruction, while another 47% reported their students writing once a week during social studies/science. This is to be contrasted with 25% of the Control teachers who had their students writing two or more times a week, and another 42% of them had their students writing once a week. It is evident, then, that Treatment B was implemented at a generally higher level than in typical AISD classrooms, although, again, original student compositions are written fairly frequently during social studies/science instruction in AISD elementary classes. It is interesting to note that Treatment A teachers also reported significant amounts of student writing during social studies/science instruction. Twelve percent of the Treatment A teachers indicated students writing three to five times each week, 6% two times each week, and 35% once a week. Moreover, 24% of the Treatment A teachers reported students writing once a week during other instruction, as compared to 29% of the Treatment B teachers and 42% of the Control teachers.

Because it was believed that there might be some general factors affecting the implementation of both of the experimental treatments, data was obtained about teacher beliefs concerning adequacy of program implementation and factors affecting this implementation. The majority of Treatment A teachers (76%) felt that the amount of time they spent was adequate for developing written composition skills at their grade level. In comparison, 59% of the Treatment B teachers and 50% of the Control teachers reported that they felt an adequate amount was spent on developing these skills. The primary factor affecting the amount of time devoted to the development of writing skills in all types of classrooms was that time was spent on other basic skills. Eighteen percent of the Treatment A teachers, 35% of the Treatment B teachers, and 42% of the Control teachers indicated that time spent on other basic skills affected the amount of time devoted to the development of writing skills in their classrooms. Two other factors that affected the amount of time devoted to the development of writing skills were other special program requirements (25% of the Control teachers indicated this), and extracurricular activities outside the classroom (24% of the Treatment B teachers reported this). Furthermore, 58% of the Treatment A teachers as compared to 71% of the Treatment B teachers felt that they were able to devote as much time as they think necessary toward the improvement of writing skills either "a lot" or "to a great extent." More specific aspects of the implementation levels for the two treatment groups are discussed in subsequent sections.

2-8 and 2-9. Was the adaptation of the social studies curriculum with Language Experience Approach techniques adequate for teacher use? Was the adaptation of the Language Arts curriculum with emphasis upon more structured experiences adequate for teacher use?

In general, it can be concluded that the instructional and curricular adaptations specific to the two treatments of the Written Composition Program were adequate for teacher use.

For Treatment B classrooms, the adaptation of the social studies curriculum involved the use of the Language Experience Approach (LEA), and planning social studies/science units with language experience activities and techniques, such as, the use of a polaroid camera. For Treatment A classrooms, the language arts curriculum was adapted to involve more structured writing experiences with both Treatments designed to provide more opportunities to write.

In terms of the social studies/science curriculum and instructional adaptations, 65% of the Treatment B teachers reported that the LEA fit naturally into their instruction and curriculum either "a lot" or "to a great extent." Another 24% of the Treatment B teachers felt it fit "somewhat" into their classroom. Forty-seven percent of these teachers believed that the Social Studies/Science Unit Adaptation Sheet assisted them "somewhat" in planning opportunities to write, while another 24% felt that these assisted them "a lot" or "to a great extent." Moreover, 70% of the Treatment B teachers reported that participation in the Written Composition Program resulted in students writing more than without the program either "a lot" or "to a great extent." Also, 64% of the Treatment B teachers reported that they increased their ability "a lot" or "to a great extent" to emphasize and actually carry out the development of writing skills, because of the program. It may be concluded that the majority of Treatment B teachers felt that the social studies/science adaptation accomplished by the Written Composition Program was adequate for teacher use and resulted in a positive impact upon their instructional activities.

This is also true for the language arts adaptation. For example, 77% of the Treatment A teachers reported that the Written Composition Program language arts activities fit naturally into their curriculum and instruction either "a lot" or "to a great extent." Seventy-six percent of these teachers reported that they had increased their ability "a lot" or "to a great extent" to emphasize and carry out the development of writing skills, and 77% of the Treatment A teachers indicated that participation in the Written Composition Program resulted in students writing more than without the program either "a lot" or "to a great extent."

2-12. For Treatment A, how much time in Language Arts is spent in writing practice compared to regular classrooms?

Although specific amount of time cannot be determined from the W.C.P. Teacher Questionnaire, it can be concluded that Treatment A teachers and Control teachers spent comparable amounts of time on writing practice involving original sentences and paragraphs.

As discussed earlier, 76% of the Treatment A teachers and 75% of the Control teachers reported students writing original sentences and paragraphs during language arts instruction two or more times each week.

3-1. Do teachers believe that they received adequate training?

In general, it can be concluded that W.C.P. teachers believed they received adequate training.

For both groups, 53% reported that in-service training and assistance from ESAA Pilot staff helped either "a lot" or "to a great extent" in the implementation of the Written Composition Program. Another 41% of the Treatment B teachers, and 18% of the Treatment A teachers felt that in-service training helped "somewhat" in the implementation of the program. These results suggest the trend that Treatment B teachers were more positive about the training and assistance they received. As mentioned earlier, both groups felt that the teachers increased in their ability to emphasize and carry out the development of writing skills. However, there was some indication that teachers felt they could have benefited by more or different in-service training.

3-2. Do teachers evidence a working knowledge of the techniques and materials provided for their treatment model?

In general, it can be concluded that the majority of teachers in both groups evidence a working knowledge of the techniques and materials for their specific treatment group.

Besides the specific techniques included in the program adaptations, teachers were encouraged to use a wide range of commercial and teacher-made instructional materials. That teachers were able to use these materials is an indication of the degree of program implementation. Seventy-seven percent of the Treatment A teachers and 82% of the Treatment B teachers were able to include ESAA Pilot materials "a lot" or "to a great extent" to encourage writing and in direct instruction. Fifty-three percent of the Treatment A teachers and 71% of the Treatment B teachers felt that they were able to use Written Composition Program self-made materials, e.g., process/procedure charts, "a lot" or "to a great extent" to encourage writing and in direct instruction. More indirectly, 88% of the Treatment A teachers and 94% of the Treatment B teachers felt W.C.P. instructional materials were useful in encouraging writing. Eighty-eight percent of the Treatment A teachers and 82% of the Treatment B teachers believed W.C.P. instructional materials useful in direct instruction "a lot" or "to a great extent."

4-1. Were the materials provided to each treatment group adequate for classroom use?

In general, it can be concluded that the materials provided to each treatment group were adequate for classroom use.

The data just discussed provide ample support for the adequacy of the materials for classroom use.

The last item on the Teacher Questionnaire was an open-ended question asking teachers to detail how the Written Composition Program was of assistance to them. Attachment C-5 consists of these responses. Basically, responses can be summarized as reflecting that teachers were generally positive about the program, they felt that the materials provided for them helped stimulate and motivate students, and that written composition occupied a more central place in their overall instructional program. Moreover, they believed that students benefited from the program in terms of enjoying writing more, being able to produce more and having better end-products.

CONTENT AREAS IN WHICH WRITING INSTRUCTION OCCURS:

(2-6)	A		B		C	
Language Arts	16	(94%)*	16	(94%)*	12	(100%)
Social Studies	9	(53%)	16	(94%)	7	(58%)
Science/Health	7	(41%)	12	(71%)	5	(42%)
Mathematics	2	(12%)	1	(6%)	4	(33%)
Other	1	(6%)	3	(18%)	2	(17%)

*Reflects Kindergarten teachers reporting they do not do direct writing instruction.

CONTENT AREAS IN WHICH ACTUAL STUDENT WRITING OCCURS:

(7-11)	A		B		C	
Language Arts	15	(88%)	16	(94%)	12	(100%)
Social Studies	13	(76%)	17	(100%)	11	(92%)
Science/Health	11	(65%)	15	(88%)	7	(58%)
Mathematics	3	(18%)	2	(12%)	4	(33%)
Other	2	(12%)	3	(18%)	3	(25%)

Figure C.1 Breakdown of teacher responses by treatment group for W.C.P. Teacher Questionnaire

STUDENTS WRITE ORIGINAL SENTENCES AND PARAGRAPHS:

During Language Arts instruction?

	A	B	C
Once a week	6%	12%	17%
Twice a week	47%	41%	8%
3-5/week	29%	29%	67%
Once a month	-	6%	-
Twice a month	-	12%	-
Other	6%	-	-
No Response	12%	-	6%

During Social Studies/Science instruction?

	A	B	C
Once a week	35%	47%	42%
Twice a week	6%	18%	25%
3-5/week	12%	18%	-
Once a month	12%	6%	8%
Twice a month	12%	12%	8%
Other	-	-	-
No Response	23%	-	12%

During other instruction?

	A	B	C
Once a week	24%	29%	42%
Twice a week	-	6%	17%
3-5/week	12%	6%	17%
Once a month	24%	6%	8%
Twice a month	-	18%	-
Other	-	6%	-
No Response	40%	29%	12%

Do you believe the amount of time you spent is adequate for developing written composition skills at your grade level?

A (1-no response)		B		C (1-no response)	
Yes	No	Yes	No	Yes	No
(13)	(3)	(10)	(7)	(6)	(5)
76%	18%	59%	41%	50%	42%

If No,

Factors that affected the amount of time devoted to the development of writing skills:

	A	B	C
Whole class not in room during instructional period.	6% (1)	12% (2)	8% (1)
Extracurricular activities outside the classroom.	6% (1)	24% (4)	8% (1)
Lack of motivational materials for writing assignments.	-	-	-
Other special program requirements.	6% (1)	18% (3)	25% (3)
Lack of materials to develop L.A. skills.	-	-	-
Time spent on other basic skills.	18% (3)	35% (6)	42% (5)
Other.	-	12% (2)	-

Extent teachers able to:

	Variable Group	Not at all	A Little	Somewhat	A Lot	To a great extent	No Response
8) Devote as much time as they think necessary toward the improvement of students' writing skills?	23.						
	A	-	-	35%	29%	29%	1
	B	-	6%	24%	47%	24%	
9) Include the ESAA Pilot materials to encourage writing and indirect instruction?	24.						
	A	-	6%	12%	53%	24%	1
	B	-	-	18%	29%	53%	
10) Use self-made materials, e.g., charts, to encourage writing and indirect instruction?	25.						
	A	-	35%	6%	41%	12%	1
	B	6%	-	24%	47%	24%	

To what extent:

11) Did in-service training and assistance from ESAA staff help in implementation of W.C.P.?	26.						
	A	6%	12%	18%	35%	18%	2
	B	-	6%	41%	18%	35%	
12) Were Program-instructional materials useful in encouraging writing?	27.						
	A	-	-	12%	24%	65%	
	B	-	-	6%	47%	47%	
13) Were W.C.P.-instructional materials useful in direct teacher instruction?	28.						
	A	-	6%	6%	59%	29%	
	B	-	-	12%	35%	47%	1
14) Are your students' writing assignments planned in advance?	29.						
	A	-	-	12%	35%	47%	1
	B	-	-	12%	29%	59%	

To what extent:	Variable Group	Not at all	A Little	Somewhat	A Lot	To a great extent	No Response
15) Has teacher participation in the W.C.P. resulted instudents' writing more than they would have before part of W.C.P.?	30.						
	A	-	6%	12%	18%	59%	1
	B	-	12%	18%	29%	41%	
16) Do teachers believe that they have increased their ability to emphasize and actually carry out the development of students' writing skills, because of the Written Composition Program?	31.						
	A	-	6%	12%	35%	41%	1
	B	-	-	29%	29%	35%	1
Language Arts model only							
17) In your opinion, to what extent do the W.C.P. Language Arts activities (techniques and materials) fit naturally into your instruction and curriculum?	32.						
	A	6%	6%	6%	53%	24%	1
Social Studies/Science Model only							
18) In your opinion, to what extent does the Language Experience Approach fit naturally into your instruction and curriculum?	33.						
	B	-	6%	24%	47%	18%	1
19) To what extent did the Social Studies/Science Unit Adaptation Sheet assist you in planning your units with opportunities to write?	34.						
	B	6%	12%	47%	12%	12%	2

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

ESAA PILOT
WRITTEN COMPOSITION PROGRAM
TEACHER QUESTIONNAIRE

GRADE LEVEL: _____ INSTRUCTIONAL GROUP: _____

1. How many years of teaching experience do you have? _____

2. In which of the following content areas does writing instruction occur: instruction that is teacher-directed and designed to assist students in developing basic writing skills? Please check as many as apply.

   _____ Language Arts
   _____ Social Studies
   _____ Science/Health
   _____ Mathematics
   _____ Other (please specify_____)

3. In which of the following content areas does actual student writing occur? (Including journals, books, creative writing, writing to develop basic skills, writing spelling definitions, research reports, etc.)

   _____ Language Arts
   _____ Social Studies
   _____ Science/Health
   _____ Mathematics
   _____ Other (please specify_____)

HOW OFTEN DO YOUR STUDENTS WRITE ORIGINAL SENTENCES AND PARAGRAPHS:

4. ...during any type of Language Arts instruction?
   _____once a week _____once a month
   _____twice a week _____twice a month
   _____3-5 times/wk _____other (_____)

5. ...during Social Studies/Science instruction?
   _____once a week _____once a month
   _____twice a week _____twice a month
   _____3-5 times/wk _____other (_____)

6. ...during other instruction?
   _____once a week _____once a month
   _____twice a week _____twice a month
   _____3-5 times/wk _____other (_____)

7. Do you believe the amount of time you spent is adequate for developing written composition skills at your grade level?

   CIRCLE ONE: YES NO

   If No, please check those factors that have affected the amount of time you could devote to the development of writing skills.

   _____ A. Whole class not in room during program-instructional period.
   _____ B. Extracurricular activities outside the classroom.
   _____ C. Lack of motivational materials for writing assignments.
   _____ D. Other special program requirements. (specify_____)
   _____ E. Lack of materials to develop language arts skills.
   _____ F. Time spent on other basic skills.
   _____ G. Other (specify_____)

Given the many demands that a teacher has to deal with, in your opinion, to what extent were you able to:

(Please use the five-point scale.)

	NOT AT ALL	A LITTLE	SOMEWHAT	A LOT	TO A GREAT EXTENT
8. ...Devote as much time as <u>you</u> think necessary toward the improvement of the written composition skills of your students?	1	2	3	4	5
9. ...Include the ESAA Pilot commercial/instructional materials to encourage writing and in direct teacher instruction?	1	2	3	4	5
10. ...Use self-made materials, e.g., vocabulary charts, process/procedure charts, to encourage writing and in instruction?	1	2	3	4	5

To what extent: (Use same scale.)

11. ...Did the in-service training and assistance from ESAA staff help you in implementing the Written Composition Program in your classroom?	1	2	3	4	5
12. ...Were the instructional materials received through the Program useful in encouraging writing?	1	2	3	4	5
13. ...Were the instructional materials received through the Program useful in direct teacher instruction?	1	2	3	4	5
14. ...Are your students' writing assignments planned in advance?	1	2	3	4	5
15. ...Has your participation in the Written Composition Program resulted in your students writing more than they would have before your class was a part of the Program?	1	2	3	4	5
16. ...Do you believe that you have increased your ability to emphasize and actually carry out the development of your students' writing skills, because of the Written Composition Program?	1	2	3	4	5

<u>GROUP A: LANGUAGE ARTS MODEL TEACHERS ONLY</u>

17. In your opinion, to what extent do the W.C.P. Language Arts activities (techniques and materials) fit naturally into your instruction and curriculum?	1	2	3	4	5

<u>GROUP B: SOCIAL STUDIES/SCIENCE MODEL TEACHERS ONLY</u>

18. In your opinion, to what extent does the Language Experience Approach fit naturally into your instruction and curriculum?	1	2	3	4	5
19. To what extent did the Social Studies/Science <u>Unit Adaptation Sheet</u> assist you in planning your units with opportunities to write?	1	2	3	4	5

<u>ALL ESAA PILOT TEACHERS</u>

20. How has your participation in the Written Composition Program been of assistance to you? (Please use the back to write-in responses.)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 3, 1979

TO: All ESAA Pilot Teachers

FROM: Thom Frye, ESAA Pilot Evaluation Intern

SUBJECT: Written Composition Program Teacher Questionnaire

Please complete the attached Written Composition Program Teacher Questionnaire. There are certain sections to be done by everyone, and other sections to be done only by Language Arts-model teachers or by Social Studies-model teachers.

We need to get a complete questionnaire from everyone participating in ESAA Pilot, and so, your name has been written onto the instrument as well as grade level taught and instructional group. However, individual responses will not be seen by anyone other than the evaluator. Please return the completed questionnaire by district mail in the enclosed envelope within the next two weeks.

I would like to take this opportunity to thank you all for your cooperation in this effort, and to let you know that I thoroughly enjoyed each of my classroom visits. I greatly appreciate your cooperation and this opportunity to view your work.

TF:kj

cc: Jetta Todaro
Lee Laws

Approved: _____
Senior Evaluator for Compensatory Education Programs

Approved: _____
Director, Office of Research and Evaluation

Approved: _____
Director, Elementary Education

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 3, 1979

TO: All ESAA Pilot Comparison School Teachers

FROM: Thom Frye, ESAA Pilot Evaluation Intern

SUBJECT: Written Composition Program Teacher Questionnaire

Please complete the enclosed Written Composition Program Teacher Questionnaire, and return it to me through district mail as soon as possible with the enclosed envelope. The first two items have been filled in for you, and your name has been written on the questionnaire for follow-up purposes. By returning it directly to me, the confidentiality of your responses is quaranteed. Thank you for your effort.

I wish to express my appreciation here, also, for each of your cooperation during my classroom visits.

TF:kj

cc: Jetta Todaro
Lee Laws
John Combs, Principal of Brown Elementary
Lorraine Phillips, Principal of Maplewood Elementary

Approved: _____
Senior Evaluator for Compensatory Education Programs

Approved: _____
Director, Office of Research and Evaluation

Approved: _____
Director, Elementary Education

CARD FILE LAYOUT

NAME ESAA PILOT T.Q.

DATE 4/79

COMMENTS TEACHER QUESTIONNAIRE

78.62

FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID ALG
	4 - 6	AISD SCHOOL CODE
	- 7	GRADE LEVEL 0 = K 1 = 1st 2 = 2nd 3 = 3rd 4 = 4th 5 = 5th
	- 8	INSTRUCTIONAL GROUP 1 = A 2 = B 3 = C
(1)	9 - 10	NUMBER OF YEARS TEACHING EXPERIENCE
(2)	- 11	Item 2 A. Blank if no response.
(3)	- 12	" 2 B.
(4)	- 13	" 2 C.
(5)	- 14	" 2 D.
(6)	- 15	" 2 E.
(7)	- 16	Item 3 A.
(8)	- 17	" 3 B.
(9)	- 18	" 3 C.
(10)	- 19	" 3 D.
(11)	- 20	" 3 E.
(12)	- 21	Item 4: 1 = Once/wk 2 = Twice/wk. 3 = 3-5/wk. 4 = once/mo. 5 = twice a month 6 = other
(13)	- 22	Item 5 1 = " 2 = " 3 = " 4 = " 5 = " 6 = "
(14)	- 23	Item 6 1 = " 2 = " 3 = " 4 = " 5 = " 6 = "
(15)	- 24	Item 7 1 = YES. 2 = NO.
(16)	- 25	Item 7A.
(17)	- 26	Item 7B.

C-19

Attachment C-3

FILE ID ——•—•—— CARD FILE LAYOUT LOCATION _____

NAME _____ DATE _____

COMMENTS _____

_____

78.62

FIELD	COLUMNS	DESCRIPTION
~~20~~	~~1-7~~	FILE ID
(18)	-27	Item 7C.
(19)	-28	Item 7D.
(20)	-29	Item 7E.
(21)	-30	Item 7F.
(22)	-31	Item 7G.
(23)	-32	Response (1-5) to Item 8.
(24)	-33	" " Item 9.
(25)	-34	" " Item 10.
(26)	-35	" " " 11.
(27)	-36	" " " 12.
(28)	-37	" " " 13.
(29)	-38	" " " 14.
(30)	-39	" " " 15.
(31)	-40	" " " 16.
(32)	-41	" " " 17. Blank if no response.
(33)	-42	" " " 18.
(34)	-43	" " " 19.
	-	
	-	
88	-	

C-20

Attachment C-3

89

L.A.

Distribution statistics on ESAP client reading questionnaire

PARAMETERS
Col 1- 5 = 55
Col 6-10 = 17
Col 11-15 = -
Col 16-20 = -
Col 21-25 = -

Data Format = (F2.F2,3SF1)

VARIABLE 1

8.2455 = MEAN.
6.9012 = SIGMA.
2.0321 = SIGMA OF MEAN.
8.7216 = STANDARD DEVIATION.
2.1153 = STANDARD ERROR OF MEAN.
[illegible] = SUM OF SCORES.
2370.0000 = SUM OF SQUARES.
2.2164 = SKEWNESS Z, UP = .0256).
.6913 = KURTOSIS Z, UP = .4968).

RAW SCORE	FREQUENCY	PERCENTAGE	PERCENTILE	STANDARD	NORMAL
[illegible]	5	10	9	40	36
1.0000	1	6	21	41	42
2.0000	1	6	26	43	44
5.0000	1	6	32	44	45
6.0000	1	6	38	45	47
6.0000	2	12	47	47	49
7.0000	1	6	56	49	51
8.0000	2	12	65	51	54
11.0000	1	6	74	53	56
12.0000	1	6	79	54	58
16.0000	1	6	85	59	60
27.0000	1	6	91	72	64
29.0000	1	6	97	75	69

VARIABLE 2

.9412 = MEAN.
.2353 = SIGMA.
.571 = SIGMA OF MEAN.
.2425 = STANDARD DEVIATION.
.0588 = STANDARD ERROR OF MEAN.
16.0000 = SUM OF SCORES.
16.0000 = SUM OF SQUARES.
-8.5122 = SKEWNESS Z, UP = .0000).
14.0521 = KURTOSIS Z, UP = .0000).

RAW SCORE	FREQUENCY	PERCENTAGE	PERCENTILE	STANDARD	NORMAL
.0000	1	6	5	1	31
1.0000	16	94	95	55	51

Attachment C-5

RESPONSES TO OPEN-ENDED QUESTION FROM
THE TEACHER QUESTIONNAIRES
(Page 1 of 7)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

K-A The W.C.P. has provided me with materials to encourage writing. Also, it has given me more opportunity to teach writing skills. However, I feel the techniques that aid in written composition do not apply to kindergarten. And I wish I could've gotten more ideas and techniques for improving writing skills - and oral language development.

1-A

2-A I really have enjoyed being involved in the pilot this year. Being in the program, I allowed more time for students' writing as well as teacher instruction than I might have otherwise. I was made aware of the specific needs for children's writing skills. I made a more conscious effort to use and apply materials I already had (such as the English book) as well as new materials to encourage the children and to help them achieve their competencies. After observing my children's progress, I'm sure I will continue to use such a program within my own classroom whether involved in the pilot or not. Thanks!

3-A The written composition program has helped me become aware of the shortage of instruction in grammar/writing skills, and for two years has helped me make intense efforts to incorporate these into all of my teaching. The children's writing ability has greatly improved and they have enjoyed writing while they are learning.

4-A
(1) It has been very helpful and rewarding in my class.
(2) The materials received have helped the children to a great extent, and made it easier for the pupils.
(3) The children look forward to writing each day.
(4) The children feel more secure in writing.
(5) Even the slow learners are writing and some express themselves very well.
(6) As a teacher I have been helped to a great extent and really enjoy each writing exercise.
(7) Improvement has been shown in each subject area where writing is used.
(8) Thanks to the E.S.A.A. Program for your contribution made to my class and me

5-A The extra emphasis placed on writing skills, due to participation in the Pilot, kept the importance of writing foremost in the teacher's mind. Extra attention was devoted to coordination in all subject areas, and the students seemed to respond with more enthusiasm, generating more words, sentences, paragraphs and skills.

I believe that my students have made more progress in composition and are more creative this year due to the ESAA Pilot. My students are even writing spontaneously during art without it being assigned or suggested.

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K-A I have enjoyed the materials used for oral language development and prewriting skills.

1-A The materials have been greatly appreciated and put to use in my language arts program. I feel that more specific planned lessons and activities for my grade level should be provided.

2-A The activities that were demonstrated in a couple of the inservices were very useful. The materials received were a big help.

3-A My participation in the Written Composition Program provided new opportunities to do written composition. I have used many of the different kinds of materials trying to help students develop writing skills.

4-A It provided materials for instruction that I would not have had otherwise. It provided assistance in "techniques" and "rationale" for more time spent on actual writing activities.

5-A The materials provided a wide variety of experience in writing. I wish there had been at least one workshop in addition to the one given to help us with more new techniques. I appreciated the warehouse materials as well as those which enabled me to have individual items for each child. I laminated many things to preserve them. I feel 3-6 months more advancement was made with the Pilot than would have been made without.

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K-A My participation in the program has been very beneficial to me and more so to my students.

Having the Peabody Language development kit and the SVE initial consonants cards was ideal as both were the perfect instructional tools to have in my teaching setting. The boys' and girls' oral language skills have improved tremendously.

Thanks for the materials!

1-A

2-A It has encouraged me to promote more writing in my room. This in turn, has given me even more motivation to improve the quality of the students' writing more than I really thought was feasible before this year. The workshop, materials, and encouragement have helped me to motivate the children and they have become much better writers as a result.

3-A It has enabled me to expose my students to a variety of materials in a wide range of areas. Guidelines were established by the program allowing for a more definite year of study. Writing skills have become a more prominent part of the overall program.

4-A

5-A Our participation in the Written Composition Program has played an important part in our success in the total Language Arts Program. In fact, we have received verbal and written motivational incentive from the ESAA Staff.

Being part of this special program is a privilege and a pleasure.

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K-B The WCP has been a help to me because it assisted me in developing a better writing program in my class.

1-B

2-B The Written Composition Program has provided me with additional training in writing skills through in-service meetings and instructional materials. The ideas shared with others during these in-service days plus the well-planned instruction received definitely improved my instructional ability in the writing skills area.

The commercial/instructional materials received through the program provided me with a wider variety of motivational materials then I would ordinarily have had available to use, thus giving my writing program more depth.

3-B The program has forced me to do more writing with my low SES children. Until last year, I had concentrated on reading and math, leaving my science, social studies, and English to just fill in the blanks, true or false, and writing of simple sentences. Now, we write paragraphs and answer our comprehension questions (reading) in complete sentences. I'm not saying that we always use the correct punctuation, grammar, and spelling, but we are writing! Some of the rules are being absorbed, and we are improving.

4-B I have thoroughly enjoyed being a part of the ESAA Pilot Program. Participating in this program enabled me to really focus more attention to the creative writing area. It provided the necessary materials for motivation--and taught how to do so! I will use the skills I have acquired and hopefully become more effective as time goes by.

I will <u>never</u> be able to teach again without a Polaroid Camera.

5-B It has brought to my awareness the possibility of using science and social studies to reinforce my writing instruction.

Use of the camera has turned many an ordinary school experience into an exciting one - well worth writing about and remembering.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

K-B The children have increased their vocabulary. They have begun to understand the need for correct grammar. They gained a better understanding of the required social studies/science concepts because of the wide variety of materials. They enjoy reading (looking at) books. Many have a better self-concept and are more confident in their academic abilities because of the success they have experienced in writing (sentence dictation).

1-B The program has assisted me in getting more materials for my social studies units. Being in the program has made me more observant of the children's writing progress. My students are writing more because of the program.

2-B This program has enabled the purchase of social studies/science materials that I would not have otherwise had. These materials made it easier to stimulate the child's interest in the area of social studies/science so they were more easily motivated to write. This program introduced the idea of using the LEA approach in social studies/science more freely than I would have done otherwise without the program.

3-B

4-B This pilot program has been very helpful to me. The students in my class are familiar with writing stories - using story starters and using their imagination. I think this program should be adapted into the AISD curriculum.

I think before putting the program into the school we need some type of module or an outline to see what is expected or maybe some goals.

5-B

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K-B I have learned that the language experience approach can fit in naturally and easily with teaching science and social studies in Kindergarten. It is an excellent way to develop the oral language of a Kindergarten child and let him learn to associate the spoken word with the written word. Before the program, I used LE Approach only occasionally because I did not know of different ways to implement it. Being in the program caused me to think of creative ways to use LEA. The commercial/instructional materials we ordered certainly added enrichment to my science/social studies units. The camera was one of the main stimulants for creative stories in my class. And lastly, drawing a picture weekly centering on a social studies/science topic, together with sentence dictation, has certainly taught my children to put their ideas down on paper well.

1-B It has provided me with useful materials and new ideas.

2-B

3-B I emphasize writing in my program more than I did prior to participation. I still have to find time to fit writing into my program. It hasn't fit as naturally as I had hoped. I feel pressed, as the daily schedule is short, and the basics have to be taught! Perhaps as I use writing more and become more familiar with the newer social studies units it will blend in more frequently. The suggestions and assistance I've received from E.S.A.A. have been extremely valuable.

4-B The language experience approach has been helpful in getting my creative writing ideas into focus. Up until now my composition activities had been like the workshops we've had and the teaching notebooks we've received at these workshops. I found these very helpful.

5-B The materials have enriched and supplemented the science/social studies area. The ideas given me at in-services were very useful. Just being involved in the program has made me more aware of the need to increase the writing time of students and instructional time also.

I've enjoyed being involved!

ESAA Pilot

Written Composition Program

Appendix D

STUDENT - CLASSROOM OBSERVATION
(Pupil Activity Record - PAR-R)

Instrument Description: Pupil Activities Record--Revised (PAR-R)

Brief description of the instrument:

The PAR-R is an observation instrument designed to collect information on the activities of a student during the school day. The variables observed include place of instruction, area of instruction, adult contact, group size, ontask/offtask, teacher's use of a signal system, language of instruction, mode of instruction, content of instruction, and characteristics of the teacher's questioning strategy.

To whom was the instrument administered?

Randomly selected students in Title I schools.

How many times was the instrument administered?

Once for each student observed.

When was the instrument administered?

From November, 1978 through April, 1979.

Where was the instrument administered?

In classrooms, resource rooms, libraries, and any other area in the school where students receive instruction.

Who administered the instrument?

Title I, Title I Migrant, Title VII, and Local/State Bilingual evaluation assistants.

What training did the administrators have?

General training in observation processes and a practicum in observing with the PAR-R.

Was the instrument administered under standardized conditions?

Classroom situations varied.

Were there problems with the instrument or the administration that might affect the validity of the data?

The advance notification of scheduled observations may have caused teacher preparation for the observation. Also, some teachers identified the student under observation and may have altered their behavior toward the students.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

Reported in PAR-R manual ORE Publication 79.48.

Are there norm data available for interpreting the results?

No.

PUPIL ACTIVITY RECORD-REVISED

Purpose

Information provided by student-classroom observations as measured by the Pupil Activity Record-Revised were used to address the following major decision question and related evaluation questions:

Decision Question 2: "Should the Program treatment models be continued as is or modified?"

Evaluation Question 2-7: Are the Program treatment models being implemented?

Evaluation Question 2-10: How much time is being spent using the specific techniques and materials of each treatment model compared to regular AISD classrooms?

Evaluation Question 2-11: For Treatment A how much time in Language Arts is spent in writing instruction compared to regular classrooms?

Evaluation Question 2-12: For Treatment A how much time is spent in writing practice compared to regular classrooms?

Procedure

The evaluations for Title I and the bilingual programs invested considerable resources in the systematic observations of students for the full six and one-half hour school day. The Pupil Activities Record-Revised (PAR-R) was developed specifically for this purpose. Refer to the Manual for the Use of the PAR-R, publication number 78.48, for details about the instrument and procedures for its completion. Refer to Appendix I, 1978-1979 Title I Final Technical Report, publication number 78.61 , for details about sampling, reliability, and scheduling.

Since a number of these observations were conducted in W.C.P. schools, those which were made with W.C.P. and control students were extracted for this appendix. Figure D-1 summarizes the number of observations used. Obviously the small number of observations must limit the degree of confidence possible in the stability of the results reported below.

Grades	Social Studies Model	Language Arts Model	Control Schools
1-3	5	2	2
4-5	4	3	3
1-5	9	5	5

Figure D-1. Number of W.C.P. and Control PAR-R Observations

Results

The results are summarized in the figures described below, and then general findings are listed.

In terms of the predominant mode of instruction, students in both models spent a considerable more amount of time writing during Language Arts than students in control classes.

Again, for the predominant model of instruction, minimal amounts of time were observed involving writing during social studies and science instruction by any of the groups.

For the variables of composition writing, grammar and literary skills, comparable amounts of time were spent during language arts instruction for all groups.

For these same variables, observations during social studies instruction detected minimal amounts of time for any of the treatment groups.

For all basic skill areas, on the written composition skills variables, comparable amounts of time were observed for the groups.

In general, it appeared that students in both models spent more time writing during language arts instruction than students in control classes. Other results do not support differences between any of the groups. The limited number of observations make any conclusions tentative, at this time. Further study is needed to determine the implementation levels of the Models and how much time is spent using the specific techniques and materials of the Program.

Attachment D-1

PAR-R RESULTS FOR ESAA PILOT STUDENTS
(Page 1 of 6)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION *

STUDENTS	READING/LANGUAGE ARTS						MATH					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
SOCIAL STUDIES MODEL												
GRADES 1-3 N= 5	1:19	:05	:27	:10	:03	1:58	:41	:16	:04	:00	:01	:48
GRADES 4-5 N= 4	1:50	:27	:38	:09	:01	2:30	:21	:10	:02	:00	:00	:23
GRADES 1-5 N= 9	1:33	:15	:32	:09	:02	2:12	:32	:14	:03	:00	:01	:37
LANGUAGE ARTS MODEL												
GRADES 1-3 N= 2	:52	:19	:36	:03	:02	1:37	:21	:09	:05	:01	:00	:26
GRADES 4-5 N= 3	:59	:18	:33	:09	:06	1:45	:26	:07	:10	:01	:03	:39
GRADES 1-5 N= 5	:56	:18	:34	:07	:04	1:42	:24	:08	:08	:01	:02	:33
BOTH MODELS												
GRADES 1-3 N= 7	1:11	:09	:30	:08	:03	1:52	:35	:14	:05	:00	:01	:41
GRADES 4-5 N= 7	1:28	:23	:35	:09	:03	2:10	:23	:09	:05	:01	:01	:30
GRADES 1-5 N= 14	1:20	:16	:33	:08	:03	2:01	:29	:12	:05	:00	:01	:36
CONTROL SCHOOLS												
GRADES 1-3 N= 2	1:18	:01	:54	:01	:31	2:25	:41	:00	:00	:00	:01	:42
GRADES 4-5 N= 3	1:57	:04	:24	:02	:13	2:35	:33	:01	:10	:00	:00	:43
GRADES 1-5 N= 5	1:41	:03	:36	:01	:20	2:31	:36	:01	:06	:00	:00	:42

* For the basic skills areas and for all five areas combined, the average amount of time that students spent predominantly engaged in each of five instructional modes is reported. The column labeled TIME, the total unduplicated amount of time spent in each of the basic skills areas, is provided as context for interpreting the time for each mode. The amount of time reported for each mode is duplicated. Two predominant modes could be recorded for each minute.

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION *

STUDENTS	SOCIAL STUDIES READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	SCIENCE READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
SOCIAL STUDIES MODEL												
GRADES 1-3 N= 5	:00	:00	:06	:00	:04	:11	:00	:00	:06	:00	:02	:08
GRADES 4-5 N= 4	:19	:00	:06	:00	:02	:24	:00	:00	:00	:00	:00	:00
GRADES 1-5 N= 9	:09	:00	:06	:00	:03	:17	:00	:00	:03	:00	:01	:04
LANGUAGE ARTS MODEL												
GRADES 1-3 N= 2	:02	:05	:05	:00	:14	:26	:06	:05	:02	:01	:02	:08
GRADES 4-5 N= 3	:14	:00	:00	:00	:00	:14	:02	:00	:03	:00	:00	:05
GRADES 1-5 N= 5	:09	:02	:02	:00	:05	:19	:03	:02	:02	:00	:01	:06
BOTH MODELS												
GRADES 1-3 N= 7	:01	:01	:06	:00	:07	:15	:02	:01	:05	:00	:02	:08
GRADES 4-5 N= 7	:17	:00	:03	:00	:01	:20	:01	:00	:01	:00	:00	:02
GRADES 1-5 N= 14	:09	:01	:05	:00	:04	:17	:01	:01	:03	:00	:01	:05
CONTROL SCHOOLS												
GRADES 1-3 N= 2	:02	:00	:08	:00	:00	:10	:00	:00	:00	:00	:00	:00
GRADES 4-5 N= 3	:16	:00	:04	:00	:04	:24	:07	:00	:03	:00	:00	:10
GRADES 1-5 N= 5	:11	:00	:05	:00	:02	:18	:04	:00	:02	:00	:00	:06

* For the basic skills areas and for all five areas combined, the average amount of time that students spent predominantly engaged in each of five instructional modes is reported. The column labeled TIME, the total unduplicated amount of time spent in each of the basic skills areas, is provided as context for interpreting the time for each mode. The amount of time reported for each mode is duplicated. Two predominant modes could be recorded for each minute.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: READING/LANGUAGE ARTS *

STUDENTS	COMP-REHEN-SION	LISTEN-PERCEP-TUAL	HAND-WRIT-ING	ORAL EXPRE-SSION	READ-SILENT ORAL	SPELL-ING SKILLS	VOCAB-ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOS-ITION	STUDY-ING SKILLS	WRITE: GRAM-MAR	LITER-ARY SKILLS	OTHER	TIME IN ALL CON-TENT AREAS
SOCIAL STUDIES MODEL														
GRADES 1-3 N= 5	1:00	:18	:07	:02	:18	:26	1:02	:38	:03	:00	:03	:04	:02	1:58
GRADES 4-5 N= 4	:54	:02	:00	:05	1:03	:42	:52	:14	:10	:00	:17	:00	:03	2:30
GRADES 1-5 N= 9	:58	:10	:04	:03	:38	:33	:57	:27	:06	:00	:09	:02	:02	2:12
LANGUAGE ARTS MODEL														
GRADES 1-3 N= 2	:33	:30	:00	:00	:40	:19	:21	:19	:00	:09	:00	:01	:02	1:37
GRADES 4-5 N= 3	:24	:31	:06	:06	:38	:25	:31	:06	:00	:14	:00	:00	:01	1:45
GRADES 1-5 N= 5	:28	:31	:04	:04	:39	:22	:27	:11	:00	:12	:00	:00	:01	1:42
BOTH MODELS														
GRADES 1-3 N= 7	:53	:21	:05	:02	:25	:24	:50	:32	:02	:02	:02	:03	:02	1:52
GRADES 4-5 N= 7	:41	:14	:04	:05	:53	:35	:43	:11	:06	:06	:09	:00	:02	2:10
GRADES 1-5 N= 14	:47	:18	:04	:03	:39	:29	:46	:22	:04	:04	:06	:01	:02	2:01
CONTROL SCHOOLS														
GRADES 1-3 N= 2	:19	:08	:07	:02	:52	:25	:54	:34	:00	:04	:00	:00	:30	2:25
GRADES 4-5 N= 3	:45	:12	:04	:00	1:00	1:05	:42	:20	:00	:55	:12	:02	:13	2:35
GRADES 1-5 N= 5	:35	:10	:05	:01	:56	:49	:46	:26	:00	:34	:07	:01	:20	2:31

* For the five basic skills areas and for all five areas combined, the average amount of time that students spent working with each of 13 content areas is reported. Up to three content areas were recorded during each minute; thus, the time reported here is duplicated- the total for each content area represents the time students were working in that area regardless of whether that area alone or a combination of areas was recorded.

78.62

Attachment D-1
(Page 4 of 6)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SOCIAL STUDIES *

STUDENTS	COMP-REHEN-SION	LISTEN-PERCEP-TUAL	HAND-WRIT-ING	ORAL EXPRE-SSION	READ-SILENT ORAL	SPELL-ING SKILLS	VOCAB-ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOS-ITION	STUDY-ING SKILLS	WRITE: GRAM-MAR	LITER-ARY SKILLS	OTHER	TIME IN ALL CON-TENT AREAS
SOCIAL STUDIES MODEL														
GRADES 1-3 N= 3	:06	:07	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:02	:11
GRADES 4-5 N= 4	:03	:06	:00	:00	:00	:00	:08	:00	:00	:23	:00	:00	:00	:24
GRADES 1-5 N= 9	:05	:07	:00	:01	:00	:00	:04	:00	:00	:10	:00	:00	:01	:17
LANGUAGE ARTS MODEL														
GRADES 1-3 N= 2	:00	:15	:00	:00	:00	:00	:00	:00	:00	:05	:06	:00	:01	:26
GRADES 4-5 N= 3	:05	:04	:00	:00	:00	:00	:02	:00	:00	:13	:00	:00	:05	:14
GRADES 1-5 N= 5	:03	:08	:00	:00	:00	:00	:01	:00	:00	:10	:02	:00	:03	:19
BOTH MODELS														
GRADES 1-3 N= 7	:05	:09	:00	:01	:00	:00	:00	:00	:00	:01	:02	:00	:02	:15
GRADES 4-5 N= 7	:04	:05	:00	:00	:00	:00	:05	:00	:00	:19	:00	:00	:02	:20
GRADES 1-5 N= 14	:04	:07	:00	:00	:00	:00	:03	:00	:00	:10	:01	:00	:02	:17
CONTROL SCHOOLS														
GRADES 1-3 N= 2	:06	:04	:00	:06	:00	:00	:00	:00	:00	:00	:00	:00	:00	:10
GRADES 4-5 N= 3	:24	:00	:00	:00	:00	:00	:00	:00	:00	:24	:00	:00	:00	:24
GRADES 1-5 N= 5	:17	:01	:00	:02	:00	:00	:00	:00	:00	:15	:00	:00	:00	:18

* Same as for Reading/Language Arts.

D-9

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SCIENCE *

STUDENTS	COMP-REHEN-SION	LISIEN-PERCEP-TUAL	HAND-WRIT-ING	ORAL EXPRE-SSION	READ-SILENT ORAL	SPELL-ING SKILLS	VOCAB-ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOS-ITION	STUDY-ING SKILLS	WRITE: GRAM-MAR	LITER-ARY SKILLS	OTHER	TIME IN ALL CON-TENT AREAS
SOCIAL STUDIES MODEL														
GRADES 1-3 N= 5	:06	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:02	:02	:08
GRADES 4-5 N= 4	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00
GRADES 1-5 N= 9	:03	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:01	:04
LANGUAGE ARTS MODEL														
GRADES 1-3 N= 2	:08	:00	:00	:00	:00	:00	:06	:00	:00	:00	:00	:00	:00	:08
GRADES 4-5 N= 3	:03	:05	:00	:00	:02	:00	:00	:00	:00	:00	:00	:00	:00	:05
GRADES 1-5 N= 5	:05	:03	:00	:00	:01	:00	:02	:00	:00	:00	:00	:00	:00	:06
BOTH MODELS														
GRADES 1-3 N= 7	:06	:00	:00	:00	:00	:00	:02	:00	:00	:00	:00	:01	:01	:08
GRADES 4-5 N= 7	:01	:02	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:02
GRADES 1-5 N= 14	:04	:01	:00	:00	:00	:00	:01	:00	:00	:00	:00	:01	:01	:05
CONTROL SCHOOLS														
GRADES 1-3 N= 2	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00
GRADES 4-5 N= 3	:07	:03	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:10
GRADES 1-5 N= 5	:04	:02	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:06

* Same as for Reading/Language Arts and Social Studies.

ESAA Pilot

Written Composition Program

Appendix E

TEACHER - CLASSROOM OBSERVATION

78.62

Instrument Description: Written Composition Program Classroom Observation Form

Brief description of the instrument:

The W.C.P. Classroom Observation Form is an observation instrument designed to determine the extent of treatment model (Lang. Arts or Social Studies/ Science) implementation in the classroom. Implementation consists of the existence of special materials and teacher-directed activities.

To whom was the instrument administered?

All W.C.P. classrooms and 12 comparison classrooms. The week and day of the week for each observation were randomly scheduled.

How many times was the instrument administered?

Once in each classroom.

When was the instrument administered?

January 29 - March 23, 1979.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

ESAA W.C.P. Evaluation Intern.

What training did the administrators have?

Previous classroom observation experience as well as attendance at program in-service training to gain familiarity with techniques and materials.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

Observations were influenced somewhat by such reality factors, as, absent teachers, assemblies, field trips, re-grouped classes. But, these did not seem to greatly affect the results as the observer returned at the next convenient time.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

WRITTEN COMPOSITION PROGRAM CLASSROOM OBSERVATION FORM

Purpose

Information gathered by the Written Composition Program Classroom Observation Form was used to answer the following major decision questions and their related evaluation questions:

Decision Question 2: "Should the Program treatment models be continued as is or modified?"

Evaluation Question 2-7: Are the Program treatment models being implemented?

Evaluation Question 2-10: How much time is being spent using the specific techniques and materials of each treatment model compared to regular AISD classrooms?

Evaluation Question 2-11: For Treatment A, how much time in Language Arts is spent in writing instruction compared to regular classrooms?

Evaluation Question 2-12: For Treatment A, how much time in Language Arts is spent in writing practice compared to regular classrooms?

Decision Question 3: "Should the staff development program be continued as is or modified?"

Evaluation Question 3-2: Do teachers evidence a working knowledge of the techniques and materials provided for their treatment model?

Procedure

The Written Composition Program Classroom Observation Form was developed through consultation with the ESAA Pilot Coordinator and a Compensatory Education Planner, who were also both involved in doing process-evaluation with the Pilot teachers. This instrument was then pilot-tested by them, and a final set of items was agreed upon as representative of key program elements with high face validity for describing the degree of program implementation. The final version can be found in Attachment E-1.

The instrument was completed by the observer (ESAA Pilot Evaluation Intern) upon attendance in program or control classrooms. Each observation took approximately twenty minutes to complete, which was usually sufficient time to view materials, observe the classroom process, and then complete the form. At the end of each form, the observer wrote a brief descriptive summary of the instructional activities that occurred during the observation and made comments regarding exceptional experiences.

Sampling. A total of 48 classrooms were observed. Observations were randomized by two means in order to determine the frequency of program implementation during a given week. First, the six programs and two control schools were randomly assigned a particular week to be observed during the eight-week period from January 29, 1979 to March 23, 1979. Then, after instructional schedules were obtained for the six classes in each school, the day of the week for the observation was randomly selected. Occasionally, an observation had to be postponed due to teacher illness, assemblies, and other reasons, but the observation was always done at the next available time. It is posited that this possible source of bias did not greatly affect the results obtained by this instrument.

Analyses. The data obtained from the W.C.P. Classroom Observation Form were summarized and verified twice by hand. Data analysis consisted, first, of determining the percentage of tallies within each of the categories for each experimental group and the two control groups. In this way, one control school served as the basis for comparison with one experimental group, and the other control school for the second experimental group.

Second, a X^2 was computed, for two observations, such that the control group results served as the "expected" data, and the experimental group provided the "observed" data. Then, the probability of significant differences was determined. Because of the lower level of confidence in the stability of the percentages obtained held by the observer, the .01 level of significance rather than the .05 level was adopted.

Results

Limitations of Data: 1) The percentages based on frequency counts are not exactly comparable because the experimental group's are based on eighteen observations, while control group results derived from only six observations. Each single mark in a control group observation result in a larger percentage. 2) All teachers were aware that the observer was there to observe writing instruction

or writing activities, and so, in some cases (and almost all control classrooms), they essentially performed for the observation. Thus, in 83% of the Treatment A Control classrooms and 100% of the Treatment B Control classrooms, "Providing time to write" was "In Evidence." This limitation, in effect, disturbs any attempt to determine how often writing actually occurs during a typical school week in either experimental or control schools. 3) Many of the items related to "Materials" were "In Use" and "In Evidence, Not in Use" at the same time. For example, a bulletin board with writing samples and pictures on it is "In Use" in one sense. Or, if children aren't looking at it, it could be considered, "In Evidence, Not in Use." The same is true for written stories, drawings, collections of writing samples, and other display areas. Therefore, the results for all "Materials" items are reported with the "In Use" and "In Evidence, Not In Use" categories collapsed into one category, "In Evidence." 4) Analyses include observations in Kindergarten and First Grade classes in which little or no writing is done, although this is less true for first graders.

Results are presented below by evaluation question.

2-7. Are the Program treatment models being implemented?

In general, it can be concluded that the W.C.P. treatment models are being implemented, and this implementation differentiates treatment classrooms from control classrooms (i.e., regular AISD classrooms).

Figures E-1 and E-2 present the results for all items on the W.C.P. Classroom Observation Form, comparing one experimental group with its control group. On the W.C.P. Classroom Observation Form, there were eleven items dealing with materials specific to Treatment A, and five items dealing with special teacher behaviors. For Treatment B, there were twelve items dealing with materials and ten items related to teacher behaviors. Treatment A had five of the eleven materials items observed to be "In Evidence" in more than 75% of the classrooms. Treatment B showed even greater levels of implementation, where eight of twelve materials items were observed to be "In Evidence" in more than 80% of the classrooms. Five of ten teacher behavior items were "In Evidence" in more than 60% of the classrooms. It should be noted that materials items are more readily observed in general, in all classrooms.

In comparison to six control classrooms, the following material items were observed "In Evidence" more in Treatment A classrooms, at a statistically significant level:

Process/Procedure charts
W.C.P. - Instructional materials
W.C.P. - Teacher-made instructional materials.

Two material items were significantly more "In Evidence" as were two teacher behavior items in the Control classrooms in comparison to Treatment A classes. It may be concluded that Treatment A is being implemented, but that certain features of it are also implemented in typical AISD classrooms.

For Treatment B classrooms, there were seven materials items that were observed "In Evidence" significantly more than in control classrooms, including:

Word/vocabulary charts/hangers
Process/Procedure charts
Words All Authors Use (large charts)
Words All Authors Use (small charts)
Photographs related to SS/S without stories
Stories on charts/hangers
Display area for children's writing

There were three teacher behavior items that were observed "In Evidence" significantly more in Treatment B classrooms:

Utilization of Words All Authors Use charts
Instruction by children reading stories aloud
Editing in relation to basic competencies

There were two materials items and one teacher-behavior item significantly more "In Evidence" in Control classrooms. In all Treatment B and their Control classes (N = 24), "Use of children's own language during instruction" was observed "In Evidence," and, in all but one (N = 23), "Oral language development related to Social Studies/ Science unit" was observed "In Evidence." All classrooms also had bulletin boards "In Evidence." It may be concluded that Treatment B was implemented, although certain characteristics are also to be found in typical AISD classrooms.

2-10. How much time is being spent using the specific techniques and materials of each treatment model compared to regular AISD classrooms?

Although specific amount of time cannot be determined from the W.C.P. Classroom Observation Form, Program classrooms appeared to have more of the special materials and techniques in evidence in comparison to regular AISD classrooms.

For Treatment A, there were three materials items observed significantly more "In Evidence" than in control classrooms. For Treatment B, there were seven materials items and three teacher-behavior items observed significantly more "In Evidence" than in regular classrooms. Some materials and techniques were, however, observed significantly more "In Evidence" in Control classes.

2-12. For Treatment A, how much time in Language Arts is spent in writing practice compared to regular classrooms?

Although specific amount of time cannot be determined from the W.C.P. Classroom Observation Form, it can be concluded that Treatment A classrooms and regular classrooms spent comparable amounts of time on writing practice during Language Arts (see limitations of data section).

The teacher-behavior item "Providing time to write," was observed "In Evidence" in 78% of the Treatment A classrooms, and in 83% of the Control classrooms. Again, this result may be subject to several sources of bias.

3-2. Do teachers evidence a working knowledge of the techniques and materials provided for their treatment model?

In general, it may be concluded that W.C.P. teachers evidence a working knowledge of the techniques and materials provided for their treatment model.

Just as was found for the implementation questions, the items from the W.C.P. Classroom Observation Form indicate that Treatment A and B teachers have the special materials and manifest behaviors that are consistent with their model. Treatment B teachers appear to attain a greater level of implementation, with seven of twelve materials items significantly more "In Evidence" than Control classrooms and three of ten teacher-behavior items. Treatment A teachers had three of eleven materials items and none of five teacher-behavior items significantly more "In Evidence" than Control classrooms.

Although the direct observation of W.C.P. classrooms verifies that the proposed project activities and materials were in evidence more than in the regular classrooms, the magnitude of this difference is difficult to determine. Thus, whether or not the high degree of implementation required to produce an effect on students' writing skills was attained is undeterminable.

Materials	Language Arts Model TREATMENT A		CONTROL		P
	Not In Evidence	In Evidence Or In Use	Not In Evidence	In Evidence Or In Use	
Word/Vocabulary charts/ hangers	33%	67%	33%	67%	.99
Physical area specified for writing	56%	44%	50%	50%	.23
Process/Procedure charts	50%	50%	100%	-	.01
Collections of children's writing	17%	83%	-	100%	.01
Stories on charts/hangers	56%	44%	67%	33%	.02
Display area for children's writing	39%	61%	50%	50%	.08
Bulletin boards	-	100%	-	100%	
Written stories	22%	78%	17%	83%	.22
Laidlaw textbook-activities	39%	61%	17%	83%	.01
W.C.P. - Instructional materials	15%	85%	100%	-	.01
W.C.P. - Teacher-made instructional materials	-	100%	50%	50%	.01
Teacher Behaviors					
Laidlaw-directed L.A. activities	56%	44%	33%	67%	.01
Oral language development	5%	95%	-	100%	.20
Story read by teachers with repetitious language pattern	78%	22%	67%	33%	.08
Story read by teacher with children repeating pattern	95%	5%	67%	33%	.01
Providing time to write	22%	78%	17%	83%	.20

Figure E-1. Percent of Observations in Which Items were "Not in Evidence" vs. "In Evidence or In Use" for Language Arts-Model Classrooms (N=18) vs. Control Classrooms (N = 6)

Materials	SS/S MODEL Not In Evidence	SS/S MODEL In Evidence Or In Use	CONTROL Not In Evidence	CONTROL In Evidence Or In Use	p
Word/vocabulary charts/hangers	6%	94%	17%	83%	.01*
Special physical area specified for writing	67%	33%	33%	67%	.01*
Process/Procedure charts	28%	72%	100%	-	.01*
Words All Authors Use (large charts)	17%	83%	100%	-	.01*
Words All Authors Use (small charts)	-	100%	100%	-	.01*
Student drawings related to SS/S	22%	78%	-	100%	.02
Photographs related to SS/S without stories	6%	94%	83%	17%	.01*
Written stories	11%	89%	17%	83%	.25*
Collections of children's writing	6%	24%	-	100%	.25
Stories on charts/hangers	22%	78%	83%	17%	.01*
Display area for children's writing	17%	83%	50%	50%	.01*
Bulletin boards	-	100%	-	100%	.99
Teacher Behaviors					
Providing time to write	28%	72%	17%	83%	.01*
Use of children's own language during instruction	-	100%	-	100%	.99
Oral language development re: SS/S unit	6%	94%	-	100%	.20
Utilization of W.A.A.U. charts	39%	61%	100%	-	.01*
Taking stories in group (Dictation)	100%	-	100%	-	.99
Taking individual stories (Dictation)	100%	-	100%	-	.99
Editing stories in group for content	94%	6%	100%	-	.20
Editing individual stories for content	78%	22%	83%	17%	.20
Instruction by children reading stories aloud	89%	11%	100%	-	.01*
Editing in relation to basic competencies	39%	69%	83%	17%	.01*

Figure E-2. Percent of Observations in Which Items were "Not In Evidence" vs. "In Evidence or In Use" for Social Studies/Science-Model Classrooms (N = 18) vs. Control Classrooms (N = 6)

WRITTEN COMPOSITION PROGRAM
CLASSROOM OBSERVATION FORM

Class: School: Teacher: Grade:

Date: Time: Observer:

Materials	Not In Evidence	In Evidence Not in Use	In Use	Comments
Words All Authors Use (large lam. charts)				
Words All Authors Use (small lam. charts)				
Student drawings related to S/SS				
Photographs related to S/SS without stories				
Word/vocabulary charts/hangers				
Written stories				
Collections of childrens' writing (books, foders, etc.)				
Stories on charts/hangers.				
Physical area specified for writing				
Display area(s) for childrens' writing				
Bulletin boards				
Process/Procedure charts				
Hall displays				
Laidlaw-textbook activities				
Program-Instructional Materials.				
Teacher-made Instructional Materials.				

Teacher Behaviors

Teacher Behaviors	Not In Evidence	In Evidence	Comments
Laidlaw-Directed language arts activities			
Oral language development			
Story read by teachers with repetitious language pattern.			
Story read by teachers with children repeating pattern.			
Providing time to write			
Use of childrens' own language during instruction			
Oral language development related to S/SS unit			
Utilization of Words All Authors Use/Charts			
Taking stories in group (Dictation)			
Taking individual stories (Dictation			
Editing stories in group for content			
Editing individual stories for content			
Instruction by children reading stories aloud			
Editing in relation to competencies (grammar, mechanics)			

ESAA Pilot

Written Composition Program

Appendix F

BOEHM TEST OF BASIC CONCEPTS

78.62

Instrument Description: Boehm Test of Basic Concepts

Brief description of the instrument:

The test is designed to measure children's mastery of concepts considered necessary for achievement in the first years of school. The test consists of fifty pictorial items arranged in order of increasing difficulty. Each item consists of a set of pictures, about which statements are read to the students. Each statement briefly describes the pictures and asks the children to mark the one that illustrates the concept being tested.

To whom was the instrument administered?

All kindergarten students in AISD.

How many times was the instrument administered?

Twice for students in Title I schools. Once for all others (pretest and posttest).

When was the instrument administered?

Pretest: September 26-28, 1979. Posttest: February 20-22, 1979. (Title I schools only.)

Where was the instrument administered?

In the classroom.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

Administrators had the opportunity to read the test manual. Additional training may have been provided by the counselor or principal.

Was the instrument administered under standardized conditions?

Individual variations in administrative procedures may have occurred, though standard instructions were provided.

Were there problems with the instrument or the administration that might affect the validity of the data?

Teachers tested their own classrooms.

Who developed the instrument?

Ann G. Boehm; published by the Psychological Corporation.

What reliability and validity data are available on the instrument?

The split-half reliability coefficient, corrected by the S-B formula, of .90 was obtained for kindergarten students administered Form A in the standardization (All AISD testing was Form A). No validity data are reported.

Are there norm data available for interpreting the results?

The standardization sample consisted of low, middle, and high SES students from K, 1st, and 2nd grades in 16 cities across the U.S. Percentiles corresponding to raw scores are provided by grade and SES, for beginning and midyear testing.

BOEHM TEST OF BASIC CONCEPTS

Purpose

Data collection from the Boehm Test of Basic Concepts was used to provide answers to the following major decision question and its related evaluation question:

Decision Question 1: "Should the Written Composition Program be continued as is or modified?

Evaluation Question 1-8: Do the Written Composition Program Kindergarten students demonstrate a significant increase, pretest to posttest, on the Boehm relative to a control group?

Procedure

In September, 1978, the Boehm Test of Basic Concepts was administered to all kindergarteners in AISD as part of the District testing program administered by the Systemwide unit in the Office of Research and Evaluation. All kindergarteners in Title I schools (and one classroom involved in the ESAA Pilot Written Composition Program) were tested again in February, 1979, by Systemwide Evaluation. Procedures used are described in Appendix of the final technical report for Systemwide Evaluation in 1978-79.

The DISTAT program from the VSTAT library was used to compute mean pretest and posttest scores for kindergarteners in the two treatment groups, and a sample from two control schools. Then, the COVARY program computed tests of statistical significance based on analysis of covariance with the pretest serving as the covariable. Thus, differences in posttest scores due to differences in pretest scores were controlled for.

Results

Results are discussed in terms of the stated evaluation questions.

1-8. Do the Written Composition Program Kindergarten students demonstrate a significant increase, pretest to posttest, on the Boehm relative to a control group?

In general, it can be concluded that kindergarteners in the Written Composition Program did not significantly increase their Boehm scores from pretest to posttest, relative to a control group. However, all three groups did demonstrate an increase.

Figure F-1 presents a summary of the mean pretest and posttest scores, and the subsequent gain, for the two experimental groups and a control group. As can be seen, large gains in mean scores were made by students in each of the groups (approximately eight raw score points), but there were no statistically significant differences among the groups. Analysis of covariance provides a test of a group having a common intercept when compared with another group. In this case, Treatment A was compared with the control, Treatment B was compared with the control, and Treatments A and B were compared. It can be concluded that participation in the Written Composition Program models did not significantly affect the achievement of Kindergartners on the Boehm Test of Basic Concepts.

	Pretest		Posttest		Gain
	$\bar{X}$	SD	$\bar{X}$	SD	
A (Language Arts-model) (N = 62)	29.2	8.8	38.2	6.8	9
B (Social Studies-model) (N = 59)	29.5	8.5	37.5	7.3	8
C (Control) (N = 38)	29.8	10.3	37.2	8.8	7.4

Figure F-1. Pre- and Posttest Means and Gains on the Boehm Test of Basic Concepts for Kindergarteners in the Two Treatment Groups and a Control Group